DOCUMENT RESUME

ED 058 753 EM 009 553

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TITLE	Communication Arts Team Program; Revision.
INSTITUTION	San Francisco Unified School District, Calif.
PUB DATE	21 Oct 71
NOTE	128p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Elementary Education; Language Arts; *Media Specialists; Program Descriptions; *Reading Instruction; *Resource Teachers; *School Libraries; Teaching Methods; *Team Teaching
IDENTIFIERS	Communication Arts Team

ABSTRACT

The San Francisco Unified School District applied for a grant under Title III, Elementary and Secondary Education Act of 1965, to fund a program that would organize a media specialist, a resource teacher, and a classroom teacher into a "Communication Arts Team." The program would redefine and expand the role of each member of the team as they plan and pilot the reading/language arts teaching strategies at a newly integrated elementary school. It was hoped that the multimedia program thus developed would bring about a significant improvement in the mechanical aspects of reading and improve the student's communication skill as he moved from articulation and recording of his experiences to reading the printed word. The grant proposal describes the determination of need, planning, rationale, survey of previous programs, and the objects of the proposed program. It lists the methods to be used to evaluate the program and to disseminate information about the program and inventories the facilities, equipment, and materials necessary to run the program for two years. (JY)

ED 058753

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

COMMUNICATION ARTS TEAM PROGRAM - REVISION

(An application for a Grant under Title III, Elementary and Secondary Education Act of 1965)

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Thomas A. Shaheen
Superintendent of Schools
October 21, 1971

Prepared by

Educational Research Department
and
Bureau of Libraries and Textbooks

EM 009553

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Application for a Grant

Under

TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

for

COMMUNICATION ARTS TEAM PROGRAM, REVISION

Thomas A. Shaheen
Superintendent of Schools
October 21, 1971

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Educational Research Department
San Francisco Unified School District
and
Bureau of Texts and Libraries

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California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of
Program Planning
& Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR STATE USE ONLY →	PROJECT NUMBER	District Code	COUNTY CODE		

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER ______

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☒ INNOVATIVE
C ☐ ADAPTIVE
B ☒ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☒ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

Communication Arts Team Program - Revision

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The program will organize the media specialist, a resource teacher, and the classroom teacher into a "Communication Arts Team," redefining and expanding the role of each as they plan and pilot the reading/language arts teaching strategies at Paul Revere Elementary School. The multi-media program thus developed will bring about significant improvement in the mechanical aspects of reading and improve the student's communication skill as he moves from articulation and recording of his experiences to reading the printed word.

ITEM NUMBER 3

7. NAME OF APPLICANT *(Local Education Agency)*

San Francisco Unified
School District

8. ADDRESS *(Number, Street, City, State, Zip Code)*

135 Van Ness Avenue
San Francisco, California 94102

9. NAME OF COUNTY

San Francisco

10. CONGRESSIONAL DISTRICT

5th and 6th

11. NAME OF PROJECT DIRECTOR

Marie Mathios

12. ADDRESS *(Number, Street, City, State, Zip Code)*

Paul Revere School
555 Tompkins Avenue, San Francisco

PHONE NUMBER 282-2874
AREA CODE 415

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*

Dr. Thomas A. Shaheen

14. ADDRESS *(Number, Street, City, State, Zip Code)*

135 Van Ness Avenue
San Francisco, California 94102

PHONE NUMBER 863-4680, Ext. 450
AREA CODE 415

15. POSITION OR TITLE

Superintendent of Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

Thomas A. Shaheen

DATE SUBMITTED

October 21, 1971

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED
5th & 6th

17A. TOTAL NUMBER OF COUNTIES SERVED ________

B. TOTAL NUMBER OF LEA'S SERVED ________

C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 750,000

18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
$ 651.85

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission	▨	11/1/71	6/30/72	$50,015.00
B.	Application for First Continuation Grant		7/1/72	6/30/73	$90,587.00
C.	Application for Second Continuation Grant		7/1/73	6/30/74	$90,587.00
D.	Total Title III Funds	▨	▨	▨	$231,189.00
E.	End of Budget Period Report				▨

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ________

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ________

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $________

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public								▨
		(2) Non-public								▨
B	Persons Served by Project	(1) Public		372 (1 school)						2
		(2) Non-public		760 (approximate-2 schools)						3
		(3) Not Enrolled								▨
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								▨

2.	TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item 1B above)*	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
		110	103	--	159	372

Public School /

Non public Not Known 760

1132

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED				100 %	

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6 (Resource Teacher)				1		1
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL (Media Specialist)				1		1
E. ALL NON-PROFSSIONAL				1		1
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED ?			(2.) TOTAL CALENDAR DAYS RETAINED 24		

2 PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		1	1/10			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6	6		6			
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

SECTION E - PROJECT CLASSIFICATION

1. Project Subjects

- ☒ - Language Arts (Development)
- ☐ - Fine Arts
- ☐ - Foreign Language
- ☐ - Mathematics
- ☐ - Science
- ☒ - Social Science, Humanities
- ☐ - P.E., Recreation, and Health
- ☐ - Vocational Education
- ☐ - Other

2. Handicapped Education

- ☐ - Mentally Retarded
- ☐ - Hard of Hearing
- ☐ - Deaf
- ☐ - Speech Impaired
- ☐ - Visually Handicapped
- ☐ - Seriously Emotionally Disturbed
- ☐ - Crippled
- ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

- ☐ - Counseling with Handicapped
- ☐ - Group Guidance Activities
- ☐ - Group Counseling
- ☐ - Career Guidance and Counseling
- ☐ - Counseling with Special Problems
- ☐ - Use of Paraprofessionals
- ☐ - Parent Conferences
- ☐ - Follow-up and Drop-out Studies
- ☐ - Inservice Training
- ☐ - Use of Community Resources
- ☐ - Curriculum Development
- ☐ - General Counseling
- ☐ - Consultation with Teachers
- ☐ - Program Evaluation and Developmen

4. Grade Levels

- ☐ - Preschool (indicate ages 3 or 4) ____________
- ☒ - Elementary (indicate grades K-6) Grades 4 - 6
- ☐ - Secondary (indicate grades 7-12) ____________
- ☐ - Junior College (indicate grades 13-14) ____________
- ☐ - Adult

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes ☒ No

If yes, name the agency operating the project: ____________________

COMMUNICATION ARTS TEAM PROPOSAL

II. A. ABSTRACT

1. Needs

The average student in the newly integrated Paul Revere Elementary School (4th, 5th, and 6th grades) enters the 4th grade with a reading retardation of just under one year as exhibited by scores on standardized reading tests. After three years, past experience shows, the average student falls further behind in terms of grade level placement in total reading.

The library/media program at Paul Revere consists of a library containing 3900 to 4000 volumes and the services of a librarian two days a week. One of these two days is devoted to clerical and administrative details. In the two neighboring non-public schools libraries consist of converted classrooms with collections of 3000 and 2500 books and the services of two non-credentialed part time librarians.

Because of the present limitations of space, personnel, and materials there is no concerted reading/media program. The use of media and books in coordination with the curriculum and utilization of community resources is minimal. Reading is treated either as mechanical decoding or as routine skill for acquiring knowledge or for recreation.

The need is for an improved media collection with more high interest print and non-print material, better access for student and teacher to the media collection, and procedures to encourage its use and the utilization of other available resources in the communities. There should be a coordinated approach to the teaching of reading as one form of communication and an approach to other forms of communication as they impinge on reading. There is a need to expand students' experiences by the use of multi-media and by utilizing environmental resources (museums, parks, displays, special events, industries, etc.), thereby guiding the student to improve oral expression of his impressions, then to other means of recording his ideas and expressing himself, including the printed word, and then to improved use and appreciation for the communications of others in various forms.

For all this to come about requires the creation of a managerial system for inservice planning by media and resource experts and the teachers leading to improved strategies based on detailed knowledge of students' abilities and interests. Detailed performance criteria in the communication arts for students need to be developed, and strategies for attaining specified objectives need to be piloted and modified toward full implementation of the communication arts curriculum in the second year and the expansion of services to two or three neighboring non-public schools in the second and third years.

2. First Year (Interim) Objectives

To organize the media specialist, resource teacher and classroom teacher into a "Communication Arts Team", redefining and expanding the role of each as they are brought to bear on the teaching of reading/communication arts at Paul Revere Elementary School. The multi media program that they will plan and pilot in the initial year and implement in succeeding years is expected to bring about significant improvement in communication skills and the quantity and quality of student reading. The goal of the program is to enhance the student's communication skills as he moves from articulation and recording on his experiences to reading the printed word.

3. Product Objectives

The planning and piloting activities of the initial year will lead to the attainment for students of the following objectives as well as others to be determined during the first year: to improve oral language and observational skills; to broaden and expand the variety and type of audience with which a student may cope in mutual communication; to equip the student with a broader repertoire of skills and attitudes leading to a wider and more discerning use of variety of media and experiences; and to develop performance requirements for product objectives in the communication arts.

4. Procedures

The procedures to be followed are as follows:

a. Select and train a team consisting of a media specialist, resource teacher, and clerk (which will form the operational team with the 4th, 5th, and 6th Grade classroom teacher).

b. Evaluate and modify the existing library to establish a flexible, well-equipped media center. Begin to modify classroom procedures so that they may operate as laboratories for learning. Develop procedures for greater interaction between media center and classroom so that they become extensions of one another.

c. Conduct continuous team in-service training in reading instruction and motivation.

d. Utilize community resources more fully through the services of the full-time resource teacher.

e. Through the team approach, develop ways of instructing and motivating students in the use of print and non-print media for recreation, information, and growth.

f. Conduct pilot activities in at least one class in each grade (4,5, and 6).

g. Develop a printed in-service curriculum-teaching guide, including detailed performance objectives and criteria for full implementation in the second year of the project.

II. B. Determination of Needs

1. How the general educational needs for the District were determined. The general educational needs of the District as currently perceived have been determined through a variety of means both formal and informal. Informally, of course, all administrators, teachers and community members planning new projects or involved in any way with innovation, have in the nature of events been expected to carry on their own assesments of the needs of the students in the San Francisco Unified School District and to convey to others in planning their opinions on the matter based upon experience and observation. In this sense then, there is a body of informal opinion concerning needs and their priorities. More formal methods, however, have been utilized for needs determination.

   One task of the San Francisco Title III Pace Center during its five years of service to the San Francisco Unified School District was to carry on a continuous needs assessment, particularly as it applies to possible innovation in school practice. This needs assessment was conducted in a variety of ways, and the conclusions reached conveyed in several documents,chiefly in the appropriate needs section of each of several dozen proposals generated by the PACE Center over its life. In addition, a step toward separate publication of determined needs was made in November, 1968, when the NEEDS ASSESSMENT: PHASE I: PRELIMINARY OVERVIEW was issued by the supplementary education center (PACE).Its findings relevant to the project at hand will be touched upon in the next section (2, below).

A further needs assessment with a community focus took place beginning in 1969 with the forming of San Francisco's two elementary school Complexes, planned to achieve both quality and equality in education through integration of a number of elementary schools. At the outset of this effort curriculum committees for each of the two Complexes were formed and addressed themselves to the question of needs determination. This activity was greatly expanded when, in 1970 and continuing until the present date, planning for integration was expanded from the two original limited school Complexes to integration of all 100 San Francisco elementary schools. Needs determination for this effort was taken up by others of the Instructional Development Committee of the Citizens Advisory Committee for Desegregation and Integration. Their perception of need was submitted first to the Board of Education in May 1971, and this function continues to date.

Another source of needs determination was from the work of the Superintendents Reading Task Force appointed in 1968.

2. Needs determined and how priority ranking was attained.

Through all of the means mentioned above, needs were determined and priorities assigned. A remarkable consensus appears in the findings and recommendations of individual administrators, teachers and community members working on educational innovation, the Title III PACE Center, the Elementary Complex Curriculum Committees, the Instructional Development Committee, and the Superintendent's Task Force. In every case, the need for improvement in reading ability received a high, if not the very highest, priority. The Title III needs assessment, for example, gave a high priority to reading improvement even while raising some question about the validity of scores on standardized reading tests, saying that, "It appears that the published test results from the

San Francisco Public Schools tend to bear out the apparent consensus among parents and teachers that reading and arithmetic skills are not as well developed as an educator or parent might hope."

Complex Curriculum Committees gave high priority to reading improvement. Beyond this, the recommendation of the Citizens" Advisory Committees' Instructional Development Committee to the Board of Education in May, 1971, illustrated a comprehensive and flexible approach to learning in general and to reading in particular. Consistent with the objectives of this proposal, they recommended "an overall sense of flexibility as the keynote as reflected in use of space in a building such as open classrooms, and learning center arrangements." Among their goals they state that the pupil should "have basic skills in computation and communication and the ability to use language skills for effective communication, including languages other than English"; "be able to acquire, organize and evaluate information and materials from varied sources to arrive at independent conclusions and decisions," and "work or learn independently as well as in various size groups and be able to select areas for study based on knowledge of one's own skills, abilities, needs and interests."

Task Force "Points of View"

The Superintendent's Task Force Report begins with a "points of view" statement which emerged during a month-long period of study and discussion and which are held by the Task Force consensus. Some of these have considerable significance for this proposal and, therefore, eight of the most relevant statements are quoted here:

a. "Reading, as used in this report, is an omnibus term and cannot be separated from speech, listening, spelling, writing, or usage, since all the language skills interact and, therefore, affect each other."

b. "Since children learn by auditory, kinesthetic-tactile, and visual modalities, a multi-sensory approach is required."

c. "No one reading method can be expected to be successful in and of itself. Therefore, teachers must be helped with selection and use of a variety of methods."

d. "All subject matter contains a reading component which can, and should, be used for the improvement of reading skills in all areas."

e. "Even the most successful teachers are eager for help in the teaching of reading."

f. "Since the teacher is the key element in reading instruction, it is vital that he be involved with his colleagues in the organization, implementation, and evaluation of reading programs in his school. This need is imperative for continuous professional growth."

g. "Administrative leadership and involvement are high priority needs in reading curriculum change."

h. "San Francisco, with its unique problems and strengths, should design an original plan of improvement in reading tailored to its specific needs."

In order to sample teacher opinion in the elementary schools, two questionnaires were sent to each elementary school, one to be filled out by a primary teacher, and one, by a teacher of intermediate grade. Of 202 questionnaires sent, 90 primary and 80 intermediate questionnaires were returned. Among the teachers responding, 72% of the primary teachers and 36% of the intermediate teachers believe that more time should be allowed for reading. Of the elementary teachers, "a majority of teachers indicated a need for help in reading and preferred that this help should come from 'on-site specialists'...."

Reading Achievement Scores

Needs and priorities were also determined through analysis of available reading scores both for students at large in the San Francisco Unified School District and for children at Paul Revere Elementary School specifically.

In the original proposal for CAT Program more detailed scores were given for Paul Revere students. Since that time, however, the composition of the student population has changed because of the District-wide elementary schools integration. Because of the homogeneity achieved through integration it is expected that the school-wide reading scores will have more relevance to the students at Paul Revere than they had before integration was achieved. It is also expected that, conversely, the findings of the project at Paul Revere Elementary School will have more general application in the San Francisco Schools for the same reason.

That Paul Revere Elementary School is now racially integrated is brought out by the racial percentages in the following table:

PAUL REVERE - ASSIGNED RACIAL COMPOSITION 1/71

	School Total	School %'s
Spanish surname	88	23.6
Other white	110	29.5
Black	103	27.6
Asian	19	5.1
Other non-white	52	13.9

That the reading difficulties of pupils at Paul Revere Elementary School are not significantly different from those of 4th, 5th, and 6th graders in other San Francisco schools might be concluded by comparing Appendix A with Appendix B, which gives 3rd grade reading scores for the District at large and for September 1971 4th graders at Paul Revere Elementary School. It should be noted that the pupil in the 50th percentile at Paul Revere in terms of total reading who is just ready to leave the 3rd grade does not yet read at the 3rd grade level.

The need for planning.

The proposed CAT program has had an unusually long preparation period which has made possible a more than ordinarily careful consideration of its possibilities. Through the submission of the original proposal in February 1971, the "Modification" of May 1971, and the period of revision between May and the present, there has been extensive planning by representatives of the District's Instructional Materials department, the Title III PACE Center, the faculty of Paul Revere, consultants, state program offices, and others. All this preparation has led to the realization that the proposed program has such scope and complexity as to make mandatory an extensive planning aspect. It also became apparent that if the Communication Arts Team Program is to be truly a team effort, then the project personnel must have the opportunity and resources to work toward the creation of a viable team approach with the teachers at Paul Revere Elementary School in order that a concerted effort, consistent philosophy, and a unified design will result.

3. Which needs the proposed program is designed to meet.

The priority established in the San Francisco Unified School District for reading improvement and the emphasis of this proposed program are both in keeping with national priorities as expressed by the former U. S. Commissioner of Education, James E. Allen, Jr. in describing the Right to Read program: " . . . we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all - that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capabilities."

For the purposes of this project, reading, though it will include the concepts of the mechanical skills of encoding and decoding, will not be limited to these definitions. Rather, communications in all its aspects and ramifications has been and will continue to be considered in establishing objectives and in determining teaching and learning activities. For example, initially, heavy emphasis will be placed upon the oral language skills of speaking and discussing and on such vital skills as observing and listening. It is the opinion of the planners that this broader and more flexible interpretation of reading and communication is consistent with the findings and recommendations of the Reading Task Force, the PACE Center, the Instructional Development Committee, and others. (For a fuller discussion of this point please see Rationale II, D).

4. Problems that prevent needs from being met.

The obstacles to the creation of a well coordinated, modern program of teaching in the communication arts through experience and discovery are similar to the obstacles to any innovative program. They include normal resistance to change; the entrenchment of the conventional approach to teaching; insufficient time for cooperative planning among teachers; insufficient opportunity for inservice training in multi-media, multi-cultural, multi-sensory approaches; failure to marshal available resources adequately; and shortage of funds for sufficient quantity and variety of materials and equipment.

The library/media program at Paul Revere consists of a library containing 3900 to 4000 volumes and the services of a librarian two days a week. One of these two days is devoted to clerical and administrative details. The equivalent program at the non-public schools consists of converted classrooms with collections of 1800, 3000, and 2500 books. In each school, there are non-credentialed librarians assigned, one full time and the other two part time.

Because of the present limitations on space, personnel, and materials, there is no concerted reading/media program. The use of media and books in coordination with the curriculum and the utilization of community resources are both minimal. Reading is treated either as mechanical decoding or as a routine skill for acquiring knowledge or for recreation. The curriculum has been geared to a typographic culture. This must be modified to meet the needs of a new culture which places the reading of the printed message in proper perspective to all other means of acquiring knowledge.

The school population, coming from varied ethnic and national roots, represents a wide variety of language patterns and speech sounds. This emphasizes the importance of using an oral approach to the communication skills, transferring oral sounds into visual symbols. (Improved encoding skills should lead to a strengthening of decoding' abilities needed for deciphering the printed message.)

Solution strategies

The most important single factor in reading progress in school is socio-economic class.[2] When such social class indices as income and occupation are used, it is apparent that the amount of reading retardation as measured by class average rises steadily during the first six grades for working-class children and this retardation increases for children whose parents are characterized in the quartile by the same socio-economic index. Again, on the same study, based on reports of 1500 classrooms, upper-class children experience an advance in reading skills from the time that they first enter school.

---

[2] Barton, Allen H., and David E. Wilder, "Research and Practice in the Teaching of Read: A Progress Report," Innovation in Education. Matthew B. Miles, ed., p. 361, New York: Columbia University, 1964

There has been strong evidence that approximately the same methods of reading instruction and materials are available and used for children of all social classes. Characteristically, the school curriculum in reading consists of a pattern of basal readers, some supplemental reading books, and a mixture of phonics and whole-word recognition training. In general, the existing practice is also to be found in San Francisco schools.

It is believed that the CAT program will overcome inertia and resistance to change through the momentum of a program involving contributions of participating faculty from planning through implementation, will provide a philosophy and methodology that breaks dramatically with the convential approach, will provide adequate time and leadership for planning and in-service work, will analyze, marshal, and make available a variety of resources, and will insure that materials, and equipment and the ways of using them will be adequate to the task.

C. PLANNING

At the time the current State reading textbooks were adopted, a committee was organized under the direction of Miss Agatha Hogan,AA Supervisor, Elementary Schools, San Francisco Unified School District, to explore strategies for the most effective use of this generous multiple adoption. The committee, made up of classroom teachers, librarians, resource teachers, and administrators, was concerned with correlating material within the reading textbooks, and particularly with extending reading experiences by keying in a rich variety of related materials, both print and nonprint. Emphasis was on providing for the full span of reading abilities and interests of fourth, fifth, and sixth grade students.

As the committee worked, the worth of the project - and its monumental proportions - became more and more apparent. From the efforts of this committee, there evolved a realization of the great need for a reading program such as that outlined in this project. The groundwork laid by the committee has been valuable in the planning stages of this proposal.

Extensive research and consultation by many participating professions contributed to the plan as here submitted. Following is a list of only those sources of special interest in this connection:

Bassett, G. W., Innovation in Primary Education. London, Wiley-Interscience, 1970.

Claremont Reading Conference. Year Books 1965-70. (This, the oldest reading conference in the country, holds to the philosophy of the planners of this project.)

Davies, Ruth Ann, School Library, A Force for Educational Excellence. New York, R. R. Bowker, 1969.

ERIC; *Pacesetters in Innovation* (This source was combed for all projects in reading, media center service, and related subjects. Among these the researcher could find no reading project which so intimately teams librarian resource teacher and classroom teacher, or so completely integrates media center services with the curriculum.)

Frager, Stanley, "Learning by Teaching",*The Reading Teacher* (February 1970), p. 403 ff (also current issues).

Illinois Libraries, Vol. 52, No. 7 (September 1970) (The School Media Centers issue).

Serage, Marilyn Mayer, "The Culturally Deprived Reader: Research, Diagnosis and Prescriptions," *Library Quarterly*, Vol. 40, No. 2 (April 1970), p. 250 ff.

Wark, David M., "An Experiment in High-Pressure Reading Instruction," *Journal of Reading*, Vol. 11, No. 3 (December 1967), p. 179 ff.

The planners of the project attended the Conference of California Council of Teachers of English at Asilomar, California, September 25, 26, and 27, 1970, where they participated in the program, presenting in brief the plan for teaching reading as suggested in this project. The group was informal and communicative with suggestions and shared experiences, and all participants were mutually helpful both in a practical and in an inspirational way.

An in-service program in language arts providing for presentations, discussions, and sharing of experiences was conducted during the Spring Term 1969 at Ulloa Elementary School, San Francisco, and in the Fall and Spring terms 1970 at Parkside Elementary School, San Francisco, which was attended by librarians and teachers. It contributed richly toward the planning of the project.

II. Narrative

The original proposal, of which this is a revision, was submitted February 1, 1971. Subsequent to that submission it appeared in consultation with State Title III officers that funding might permit the addition of what came to be called an individulization component, and that such a component would be consistent with the original design. As a consequence, such a modification of the original proposal was written and submitted May 10, 1971. The developments of the late summer and early fall of 1971, and consultations with Dr. Robert Welty, Mr. Douglas Campbell and Dr. Jack Shaeffer of the State Department of Education indicate that the two assumptions upon which the modifications were based were questionable. First, additional funding did not appear to be available; and second, additional discussions with the original planners of the proposal indicate that the modification as submitted represents some significant philosophical conflicts with the original intentions. The revision herewith submitted, therefore, contains relatively little material from the modification of May 10, 1971, but rather reflects the original philosophy and the original ideas for implementation, with the changes that resulted from the extended opportunity for consultations, from reflections upon the original submission, from necessary cuts in the budget, and from a change in school population. (The project school's population changed in September 1971 as all San Francisco Elementary Schools were integrated.)

The additional time made available also made it possible for personnel who will very likely be involved in the project itself to take part in the planning of the present revision, especially Mrs. Barbara Dahl and Miss Marie Mathios who are recommended as media specialist and resource teachers respectively. They have made valuable contributions to the revision. The revision grows out of extensive consultations with officers of the State Department of Education and among the planners as originally listed.

The planners believe that the delay in final submission of the Communication Arts Team Proposal has had the positive results of making possible a more thoughtful, creative, consistent and practical plan. In particular, the added emphasis upon planning to be given to the initial project year will better assure its success.

D. RATIONALE

The reading program at Paul Revere School will be based upon the following principles:

1. The basic approach of the CAT program will be to develop the communication skills of the student by giving him stimulating and informative experiences, encouraging him to articulate his reactions and impressions, first orally and through recording in various ways (as on film, tape, graphs, sketches, preserving with plant presses, and others), interpreting his own recorded experiences, and then bringing him to the thoughts and feelings of others as expressed through the printed word and other media.

2. Strong emphasis in the project is to be placed on concrete experiences, many outside the walls of the school. This will involve a reaching-out into the rich and varied local environment of San Francisco, starting with "reading" the immediate neighborhood and going on to explore more distant parts -- science museums, art galleries, libraries, industrial and commercial plants, the natural seashore, etc. This utilization of the local resources available both in the immediate neighborhood and the more farflung areas of the city in its environment for human resource in particular; for example, the children's author, the prents steeped in folklore of their native country, or the woodcarver who can help in constructing a puppet theatre.

3. Through the influence of the Communication Arts Team the classroom will be turned into a laboratory for learning where children are free to explore and discover under the guidance and encouragement of a master teacher.

4. Materials for both classroom and a media center and the experiences to implement the program will be selected to meet the individual's needs, interests, and abilities. This will preclude any sort of static collection of materials or prepackaged units in the classroom, but will instead provide for a rich central collection of multi-media resources that will circulate with easy fluidity.

5. The program will foster and facilitate individualization of learning. For the poorly motivated underachiever particularly, the individualized approach will assist in improving his self-image through recognition of himself as a unique individual. It is assumed that in any group of children there will be wide variations in the children's tastes and interests. "It is the task of the teacher to discover, so far as possible, what these tastes and interests are." "A child will read or can be induced to read about the things he is interested in; through reading he will become interested in more things."[1]

6. The emphasis will be on reading, media uses, and experiences for comprehension and the acquisition of ideas. We agree with Kenneth S. Goodman when he says,

> "Language does not exist apart from its relationship to meaning. Now this meaning is not a property of language--the sounds or ink blotches have no intrinsic meaning; meaning is supplied by the reader himself as he processes the symbolic system of language."[2]

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[1] DeBoer, John, and Martha Dallman, The Teaching of Reading 3rd Edition. New York: Holt, Rinehard & Winston, 1970

[2] Goodman, Kenneth S., "Comprehension-Centered Reading," in Douglass, Malcolm P., ed., Claremont Reading Conference. 34th Year Book. Claremont, California: The Claremont Reading Conference, 1970, p. 125

7. It is hoped that through the influence of the Communication Arts Team that all teachers of the school will eventually be influenced in the direction of changing their classrooms into laboratories for learning rather than places for recitation-hearing.

8. The emphasis will be upon providing the student with the tools and philosophy of investigation and learning rather than teaching of material per se.

9. "Home and school cooperation is of great value in the cultivation of desirable reading interests on the part of children."[1] Therefore, this cooperative relationship will be systematically developed.

10. In order to achieve the objectives of the project, flexibility in time scheduling and in grouping for activities and instruction will be utilized.

11. The project will not ally itself specifically with any single "school" of reading instruction. Rather, promising strategies and techniques from various schools will be tested for their effectiveness in strengthening diagnosed weaknesses of individual students. Emphasis throughout the program will be addressed to the crucial question of motivation, or of reading in a lifelong habit pattern, as a source of personal satisfaction and growth, and as one of the keys to the changing environment in which the student moves. DeBoer and Dallman[2] list and describe eleven principal "schools" of reading instruction on the current scene; namely, the Flesch system, the Montesorri revival, the individualized

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[1] DeBoer, John, and Martha Dallman, The Teaching of Reading 3rd Edition. New York: Holt, Rinehard & Winston, 1970

[2] DeBoer, John and Martha Dallman, Op. Cit. p. 357

reading program, Individually Prescribed Instruction, the Language Experience approach, the Language for Learning program, programmed instruction, automated reading ("talking typewriters"), the Linguistic approach, Words in Color, and the diacritical marking system.

Schools of this kind tend to be iuseful orientations only for the mechanical teaching of reading as decoding; none of them address themselves sufficiently to the crucial questions of motivation or of reading in a lifelong habit pattern, as a source of personal satisfaction and growth, and as one of the keys to the changing environment in which the student moves. In a list of "principles underlying the voluntary reading programs" DeBoer and Dallman assert that "the aim of the voluntary reading program should not be the reading of certain specific books, but the development of enduring interests in reading.[1] The new emphasis in reading programs, which this project will share, is upon motivation and use of reading rather than simply reading as decoding. Recent studies by Dr. Carl Haywood of George Peabody College for Teachers, Nashville, Tennessee, comparing intrinsically motivated students (as well as the work of Dr. McClelland at Harvard) "indicate dramatic differences in achievement when concentration is placed on motivation rather than on cognitive learning factors."[2]

12. The students " indiscriminative response to all types of sensed stimuli,"[3] not just print, has important implications concerning

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[1] DeBoer, John, and Martha Dallman, op. cit., pp. 356-357

[2] "What Makes Johnny Want to Learn?," The Reporter. Vol. 5, No. 2, (Jan. 6, 1971), Visalia, California: PACE Center

[3] Spencer, Peter L., Reading Reading Claremont, California: College Press, 1970

how he learns and how much and how well he learns as well as what use he makes of his learning. The implications must be considered in terms of teaching and encouraging reading on the one hand and in terms of the user of the skill of reading on the other. This project will be one which "takes into account an individual's preparation and readiness, the amount and quality of home support and help available to him, his coordination and self-concept."[4]

13. The teaching of reading is chiefly the responsibility of the school. Furthermore, "learning to read is one of the most essential skills a child will ever learn and the development of reading motivation, skill, and cognizance must be the number one priority of every teacher in every classroom . . ."[1] We agree, furthermore, with the proponents of the President's "Right to Read" Program that "reading failure is not just a school failure to be blithely dismissed on encounter with the real world . . . It hampers, narrows, prevents, precludes, excludes throughout a lifetime . . ."[2] Also, "low expectations because of poor home environment, language barriers or class must be dismissed."[3]

14. ". . . the skill and desire to read are the rights of every child, and not privileges of children born into certain homes, certain national or racial groups . . . It is the right to a sense of identity to stimulate desire and aspiration - the right to the encouragement and reinforcement that we all need in order to achieve."[4]

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[1] Mathers, Virginia H., "Making the Right to Read Real," Scholastic Teacher. (December 7, 1970), pp. 6-8

[2] Ibid., P.8
[3] Ibid., P.7
[4] Ibid., P.8

15. Insofar as the mechancial aspects of reading are necessary to develop reading in the larger sense, this basic preparation will be provided by the school; that is, we recognize the student's right to have the necessary preparation -- "the concept, verbal and listening development -- that makes it possible to learn to read."[5]

16. The program will not be "a single-minded effort toward improving responses to printed symbols." It will rather be "an all-fronts attack offering many experiences in both symbolic and non-symbolic worlds. It will acknowledge the student's 'right' of convenient access to a wide range of interesting books to read as skills develop. . . ."[1]

17. Recognizing that "reading is like almost any other habit good or bad: the more you do it the better you get at it; the better you get at it, the more you like it."[2] Students involved in the program will be given ample opportunities to practice reading in all its forms.

18. "Realizing that every child that comes to reading comes for the rich background of non-print association -- of sights and sounds, many only half deciphered -- the teacher and librarian committed to the concept of right to read will link print with non-print in every possible way (listening with looking, encoding with decoding) and will insist on "literacy broadly defined to relate and enrich all communication skills."[3]

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[5] Ibid., p. 6

[1] Mathers, op. cit. p. 7

[2] Ibid., p. 7

[3] Ibid., p. 8

19. Recognizing that the richest and most flexible teaching of reading involves many competencies rather than a few, the team approach will be utilized; that is, the basic professional team of media specialist, recource teacher and teacher will pool their strengths and insights for optimal effect. (For further details on role specifications, see Section H, "Qualifications of Professional Personnel.)

We believe that the project will be exemplary and therefore worthy of replication in similar situations elsewhere. The basic processes involve a reorganization of services and reallocation of resources; therefore (except for the necessity to bring the media facility, its materials and equipment up to professional standards) there are few additional expenditures above those of a traditional program. It should also be noted that even a quality program of a traditional nature requires adequate library facilities and printed materials.

The CAT project is innovative in that its unique blend of philosophic rationale, team organization, and multi-cultural, multi-media, approach represents a creative solution to the teaching of reading in the broad sense of multi-faceted communication, both outward from the student in many forms and inward to the student also in many forms. Specifically, the important elements of the solution are as follows:

1. The creation for the purposes of in-service training, planning and teaching of a team composed of a classroom teacher, a media specialist and a resource specialist.

2. Emphasis upon directly relating stimulating student experiences to his oral expression of them, to other means of expressing reactions to the written word, and from it to efficient use

and appreciation of the communications of others - printed, spoken, pictured, painted, constructed, etc.

3. Opportunities for flexibility in grouping and scheduling.

4. Building the program around detailed knowledge and understanding of the students' individual needs and interests.

5. Selecting and developing instruments and techniques for evaluating the educational environment (the way students learn) and the educational produce (what children learn) in a more comprehensive and sensitive way than the usual reliance upon standardized testing will permit.

The program is also exemplary. Other projects have utilized community resources, or field trips, or multi-media, or instructional teams, or flexible grouping and scheduling, or student-centered activities. To the knowledge of the planners of the CAT project, no other project has developed its unique coordination of these approaches under a unifying rationale. To the extent that this unified team approach is successful, it should be readily applicable in the many similar teaching learning situations found throughout the country. The costs for the program are only slightly higher than the current expenditures of most school districts for teachers, and media-specialists or librarians in conventional situations. The project has a slightly higher saturation of media and resources in order to demonstrate their impact, but once the strategies are demonstrated, it should be possible for the average school district, with normal teaching loads and the average quota of library media-center service, to utilize them. Indeed, any schools which presently enjoy library/media center services at or above the recommended minimum of the California Library Association, the California Association of School Libraries, or the American Library Association have resources greater than those furnished by this project.

E. PREVIOUS PROGRAMS AND FUNDING

The present library-media facilities, materials, service, and functions at Paul Revere Elementary School, though, of course, not idential with other elementary schools, can be taken as relatively typical of the kind and amount of services and materials available to these students.

1. Present Library Room

The library is a 3-year old room, double the size of the average classroom with a removable wall between the two halves. It has nylon carpeting, nine large library tables, six double desks, no windows, two sets of double doors to the hallway, one door to a storage room, and one door to the private office for the librarian. There is shelving along all walls from door to door. The card catalog is presently crowded into ten catalog card-file drawers. The shelf list is kept in cardboard boxes in the librarian's office. There is no vertical file and no book truck.

2. Present Library Material

The collection presently includes 3900 to 4000 books, most of them purchased within the last three years. The ratio of books to pupils is 3.9 as of November 1, 1970. (Minimum standards of the California Association of School Librarians is 10 books per pupil).

As of January 1, 1971, the library subscribes to 17 magazines. There are no AV materials out in the library, no realia, maps, or globes.

Eleven of fourteen upper-grade teachers have signed up for special library visits with the librarian.

Any teacher can send individuals to the librarian or library for independent study or book selection on the two days the librarian is present or on the other three days a parent is supervising the library.

The following are observations concerning pupil's library habits compiled by the librarian, teachers, and adult volunteers:

a. The easy and picture-book sections are the most popular and the most used areas in the library for all grades.

b. Many books checked out are not read but are returned when the class visits the library next time.

c. A few pupils refuse to take out a book saying, "I don't want one" if asked.

d. Friends are eager to choose duplicate copies so that they both have the same book.

e. About one-tenth of the pupils use the card catalog; most ask any adults present, "Where can I find . . . ?" or, "Do you have . . .?"

f. Requests for books are for the familiar already read ones.

g. Subjects most desired are: spooky stories, dinosaurs, sports (cars in particular).

h. Children judge books by their covers.

i. Insofar as time presently permits, children have been introduced to sections other than the easy and picture-books.

j. Students want books and stories read to them and are disappointed if the librarian does not plan to read to them. (This brings up the question of whether their reading is more passive than active).

k. Tremendous lack of library skills is evidenced at all grade levels.

l. There are frequent displays of disregard for books and libraries. Books are thrown, children play tag in the library; conduct is loud and rough much of the time.

m. There are books on the shelves that have never been borrowed.

n. Motivation to read is best after a book talk by librarian or after teachers assign a subject.

3. Standards for the development of school library programs in California (CASL) adopted in 1967 called for one full-time librarian for 200 to 400 students and one additional full-time librarian for each additional 400 students. For Paul Revere's 1970 enrollment this would indicate the need for two full-time librarians. The same standards call for one paraprofessional full-time for each 1,000 students and one full-time clerk for every 600 students.

At Paul Revere Elementary School one librarian is assigned for approximately two days or 12 hours per week. Since there is little clerical or paraprofessional help available, much of the librarian's time is scheduled for clerical and administrative duties. Volunteer adult assistance for the library at Paul Revere in 1970-1971 helped fill the gap. One adult worked two hours weekly typing cards and shelf labels, alphabetizing the catalog cards for filing, and other clerical duties. Another adult supervised the library three mornings weekly on the days the librarian is not in the school. A third adult shelved the books seven hours monthly.

Under the circumstances the library program has consisted of the following services:

> Thirty classrooms have one half-hour period reserved for them once a week. The six kindergarten classes are omitted.
>
> Flexible scheduling is practiced six hours weekly during the time the librarian is present.
>
> Any teacher including kindergarten teachers can request librarian services during the open time. Stories are read, book talks are given, and research guidance offered.

4. Library Services and Materials in the Parochial School

The two parochial elementary schools in question have library material and services as follows:

> St. Paul's Grammar School: Total enrollment (4th, 5th and 6th Grades) 325.
>
> One classroom has been converted into a library with approximately 3000 books.
>
> There is a part-time "librarian" who is not credentialed but who has about 12-semester hours training in librarianship.
>
> John F. Kennedy Memorial School of St. John's Parish:
>
> Total school population - 316.
>
> One classroom has been converted into a library holding approximately 2500 books.
>
> There is a volunteer librarian not credentialed who serves two days a week. The library is open only when the librarian is there.

In summary it might be said that the giant steps have been taken in San Francisco Schools during the last five years toward improving school library service at the elementary school level. The budget for purchase of library books at this level has been increased significantly to the present average of $4 per student per year. However, present services and facilities are still far below standard as recommended by the California Association of School Librarians, the Audio-Visual Education Association of California, and affiliated educational groups. It should also be pointed out that the present time allocation of librarian's service and the present arrangements of communication between the librarian and teacher are not adequate to make the fullest use even of those materials which are on hand.

	Total	White	Negro	Oriental	Amer Indian	Spanish Surname
ST. PAUL'S GRAMMAR SCHOOL						
4th Grade	108	53	1	8	-	47
5th Grade	102	61	3	5	-	33
6th Grade	115	70	1	2	2	40

(Three teachers at each grade level plus three Resource Teachers:
One P. E.
One Music
One Science)

One Classroom converted to a library - 3,000 + or - Books.

One Part-time "Librarian," not credentialed as librarian, but with about 12-semester hours in librarianship.

	Total	White	Negro	Oriental	Amer Indian	Spanish Surname
JOHN F. KENNEDY MEMORIAL SCHOOL OF ST. JOHN'S PARISH						
4th Grade	41	22	-	7	-	12
5th Grade	40	20	-	3	-	17
6th Grade	39	25	-	2	-	12

(One teacher at each grade level)

One Calssroom converted to a library - 2,500 Book. (316 Total School Population)

Librarian (volunteer) (not credentialed) two days a week. Library open only when librarian is there.

F. PARTICIPATION OF OTHER AGENCIES

The projected nonpublic school participation in the project for the first year would entail involvement in the planning phases and continuing representation as the project is developed. After the initial year, nonpublic school participation would be as follows:

A. joint activities involving public and nonpublic school teachers and children as the program is developed; these activities would include use of any resources purchased under the project;

B. participation of the nonpublic school staffs in any inservice activities that are part of the project;

C. funding of one full-time librarian and one full-time paraprofessional to be shared among the two nonpublic schools adjacent to Paul Revere Elementary School. This team would spend their first year in the project assessing the library and media center needs and resources, including Instructional Television, of the three participating nonpublic schools, organizing the library and media resources, acting as a resource for the faculties among students in the 4th, 5th, and 6th Grades, and making recommendations for development of the library and media program at St. Paul's Intermediate School and John F. Kennedy Elementary School.

D. It is recommended that by the third year of the project (their second year) one of these nonpublic schools become a replica of the model being initiated at Paul Revere Elementary School.

G. PHASE-OUT OF FEDERAL FUNDS

The improvement of reading programs and the obvious improvement of the reading performance of children at the elementary school level has been given number one priority in this School District. This is evidenced by the initiation of the Superintendent's Reading Task Force, the School District's Program READ, and the emphasis given by the Curriculum Office in implementing a total thrust in reading development through that office. It is evident that the District has committed all available resources to this program goal and will continue the funding of the program stated in this proposal if the outcomes of the defined objectives are evidenced. Under the present policy, assurance is given that this program will be funded on a continuing basis following the termination of Federal funds.

The Communication Arts Team Program will, of course, be subjected to a careful cost/benefit scrutiny. If, as is anticipated, this evaluation indicates that the approach embodied in the program is contributing to more efficient and effective teaching of the basic skill of reading as well as instilling in students lifelong interest in reading and enhanced skills in discriminative response to print and non-print media then the District would be not only morally compelled to assume financial responsibility for continuance of the program, but also logic and sound management principles would dictate the same course of action.

This program was designed to operate within the physical plant presently housing the program's population. The lack of necessity for additional funds for building (structural) changes will insure the feasibility of continuing and expanding the program should present funding terminate.

In-service operations are also planned as "on-site" activities to encourage individualization of school setting and to avoid comparisons of more or less favorable facility features which might otherwise be afforded.

H. QUALIFICATIONS AND ROLE FUNCTION OF PROGRAM PERSONNEL

1. Media Specialist (Librarian):

QUALIFICATIONS

a. Must hold a California Librarianship Credential.

b. Preference given to holders of either a General Elementary or General Secondary Credential, with emphasis on the General Elementary.

FUNCTIONS

a. The Media Specialist will serve the leadership function in the CAT team. In this leadership role he will serve specifically as a coordinator of the planning and implementation activities of the team in the following manner:

Maintaining the master set of program records.

Scheduling planning meetings and chairing same.

Integrating the efforts of the various team members to produce a unified approach within a given interest area.

b. The Media Specialist will be expected to maintain a current knowledge of offerings in both print and non-print materials in pertinent subject matter areas; this knowledge will be utilized in the following manner:

Acquainting other team members with the full scope of materials available for both teacher and student use.

Analyzing school curriculum for opportunities to facilitate teaching with appropriate books and other media.

Guiding students in their selection of print and non-print materials based on their needs and interests.

Guiding teachers and resource teachers in the selection of print and non-print materials to aid in the achievement of the objectives of a specific unit of study or to assist an individual student or group to pursue a particular interest area.

c. The Media Specialist will work directly with students, both in the library and the classroom, in the following manner:

   Introducing print and non-print materials.

   Assisting children in the use of media (both individually and in large and small groups).

   Using various techniques in conducting "book talks" and guiding children in varied techniques of sharing their reading.

   Storytelling and training children to be storytellers.

   Guiding round-table discussions in which children relate their various experiences through reading, viewing, listening to their real-life experiences.

   Assisting children in gaining proficiency in the various types of reading--reading as skimming, reading for detail, reading for appreciation, etc.

   Giving "in-context" instruction in the use of all library tools, such as the card catalog, special reference books, encyclopedia, unabridged dictionary, etc.

   Guiding children in the creative interpretation of their reading and multi-media explorations through creative drama, puppetry, creative writing, etc.

d. The Media Specialist will make provision for extending reading experiences from school facilities to the community resource centers (such as the public library) by:

   Assisting students in the preparation of individual maps that show their home in relation to the school, the public library, and other resource centers.

   Arranging visits of the public librarian to the school and the children to the public library.

   Encouraging all children to take out a library card.

   Publicizing special public library activities.

e. In addition to the foregoing, the Media Specialist will be responsible for those duties normally assigned to the librarian by the SFUSD in terms of maintaining the library collection and overseeing its proper, efficient, and maximum circulation within the school and homes of students.

2. Resource Teacher

QUALIFICATIONS

a. Must hold a General Elementary Credential from the State of California.

b. Must have at least 5 years of successful classroom experience at the elementary level.

c. Must have demonstrated special proficiency in the area of reading skills instruction and diagnosis of reading difficulties. This may be through (1) recommendations from past supervisors, (2) prior special experience in this area, or (3) possession of the Reading Specialists credential.

d. Preference will be given to candidates with the above qualifications that also demonstrate skill in working with the administration, teachers, parents, and the community.

FUNCTIONS

a. The Resource Teacher will serve the administrative function in the in-service program, spearheading development of an in-service curriculum, including selecting and obtaining the services of consultants for this training. She will also schedule in-service meetings.

b. The Resource Teacher will serve the administrative function for dissemination and parent involvement activities as follows:

   Supervising project dissemination activities as outlined in the Dissemination Section of this proposal.

   Scheduling observations for District personnel.

   Coordinating parent involvement activities.

c. The Resource Teacher will key the community into the curriculum (nature walks, museums, exhibits, cultural events, current developments as new businesses, buildings, transportation and communication facilities).

d. The Resource Teacher will involve resource people from the community and Subject Specialists provided by the School District at the appropriate moment in the instructional program.

e. The Resource Teacher will serve as a consultant and/or demonstrator for the classroom teacher in the areas such as the following:

   Grouping and sub-grouping techniques.
   Reading diagnosis and prescription.
   Techniques for use of the various media in a given learning situation.

f. The Resource Teaher will work directly with students, both individually and in groups, in the following manner:

Introduction of new materials, new units of study, etc.

Giving individual and small group assistance in specific skills areas as indicated by demonstrated student need.

Acting as a catalyst in groups working within a given interest area.

g. The Resource Teacher, like the Media Specialist, will be expected to maintain a current knowledge of offerings in both print and non-print materials in pertinent subject matter areas (See "b" under Media Specialist functions), as well as to be knowledgeable in a variety of techniques for the implementation of these materials.

3. Classroom Teacher

The classroom teachers working with the program will be those currently assigned to intermediate grade classrooms at Paul Revere Elementary School. Their function as classroom teachers will be expanded by the program in that they will be members of an educational team and as such will have more resources on which to draw to best meet the needs of their students. They will, as such, be expected to meet and plan with the other team members and to supply the feedback and input necessary for ongoing planning and evaluation for their students.

4. Paraprofessional (To be added in project's second year)

QUALIFICATIONS AND CHARACTERISTICS

a. Must be knowledgeable in general office procedures, have good clear handwriting, and demonstrate reasonable proficiency in such skills as typing, alphabetizing, and filing.

b. High school graduation is basic and some business or college training is highly desirable.

FUNCTIONS

Under supervision of the librarian, and in accordance with well-defined policies and procedures, performs various routine phases of library work, including clerical duties, and performs related duties as required. Duties shall not include the instruction of students, the disciplining of students or the handling of confidential records. Specific functions will be as follows:

a. Ordering Processes

Use adding machine to verify total costs of book orders.

Receive and unpack shipments of materials, check materials against order, verify invoices with shipment.

b. Accession Processes

Type cards, pockets and labels for materials.

Prepare materials according to routines set up. Includes pasting pockets, affixing date due slips and labels, stamping ownership, etc.

Place call numbers, copy numbers, etc. in/on books and other materials.

Assist in organization of pamphlet, picture, and clipping files ty typing cards, pasting pockets and arranging files in alphabetical (subject heading) order.

c. Operational Processes

Do preliminary filing of catalog cards above the rod for revision by librarian.

Remove from card catalog cards for withdrawn material.

Charging, discharging, and renewing of print and non-print materials and maintenance of charge file.

Shelve books and return other materials to their proper place in the media center.

Read shelves on a regular basis to see that non-fiction books are in Dewey Decimal order and that fiction books are in alphabetical order.

Shift materials and adjust location labels as required.

Type location labels for shelves, furniture and equipment in media center.

Maintain order and neatness in library by seeing that tables are cleared, chairs are in proper place, shelves are in neat order.

Type and duplicate print materials for instructional use.

Perform messenger service.

d. Maintenance Processes

Inspect print and non-print materials for damage and general condition and remove from shelves and files materials for rebinding, remarking, repair or discard.

Maintain physical standards of book collection by typing and affixing labels to spines, typing charge cards, replacing date due slips and simple mending with library mending tape.

Prepare books for bindery and receive books from bindery for which appropriate records will be kept.

e. Inventory Processes

Maintain a running inventory of library supplies so that they can be kept at the needed volume.

Maintain equipment inventories.

Assist in inventorying print and non-print materials at end of school year.

5. Consultants

It is not feasible to specify individual consultants who will be sought for this project. However, it can be said that the San Francisco Bay Area is rich in academic institutions where there are accessible many specialists in reading, media, and related fields, who are hightly active in the field and whose abilities and philosophy are highly compatible with the program. Furthermore, certain persons can be mentioned who would make significant contributions if they are available. For example:

Miss Arlene Early
Miss Marie Mathios, both teachers in San Francisco Elementary Schools; both curriculum and photography specialists who have already contributed to the planning.
Dr. Alice Scofield, Professor of Education and English, San Jose State College
Dr. Allen Dundees, Professor of Anthropology, University of California
Mr. Bill Martin, writer, Head of Educational Projects, Holt, Rinehart & Winston, publishers.

COMMUNICATIONS ARTS TEAM PROJECT

I. The Proposed Program

0.0 First Year Project Objectives

To organize the media-specialist, resource teacher, and classroom teacher into a "Communication Arts Team", redefining and expanding the role of each as they are brought to bear on the teaching of reading/ communication arts at Paul Revere Elementary School. The multi-media program that they will plan and pilot in the initial year and implement in succeeding years is expected to bring about significant improvement in communication skills and quantity and quality of student reading. The goal of the program is to enhance the student's communication skill, as he moves from articulation and recording of his experiences to reading the printed word.

Product Objectives:

The techniques, procedures, materials, skills, data, insight, etc. developed in the planning year will lend to attainment for students at Paul Revere Elementary School of the following objectives, as well as others to be determined during the first year.

1. To improve oral language.
2. To improve observational skills.
3. To broaden and expand the variety and type of audience with which a student may cope in mutual communication.
4. To counter the tendency in students toward passive acceptance of communications such as T.V., radio, and films by equipping the student with a broader repertoire of skills and attitudes

leading to a wider and more discerning use of a variety of media and experiences.

5. To develop performance requirements for product objectives, i.e, to make as explicit as possible what student behaviors will indicate the success of project activities.

Interim (First Year) Objectives

0.1 To establish a project management system.

0.2 To employ project staff

0.3 To identify specific student needs (through testing, teacher observation etc.)

0.4 To identify skill requirements and desirable attitudes for students.

0.5 To state detailed student performance objectives.

0.6 To build or find criteria reference tests.

0.7 To identify methods for development of skills and appreciation.

0.8 To identify print, media and resource support for skills development.

0.9 To produce integrated packages of skill requirements, student performance objectives, skill development techniques, print and media, including a study guide for the program and a curriculum for use inservice.

0.10 To identify and implement specific role and interface requirements for all personnel.

0.11 To identify teacher performance requirements (how they will work with packages, resources, etc.)

0.12 To print needed materials.

0.13 To pilot test the strategies

0.14 To refine strategies

0.15 To make the system operational

0.16 To evaluate the program in terms of interim objectives

0.17 To disseminate the program.

PROGRAM OBJECTIVE (NO. 0.1): Establish project management system.

Major Functions	**Performance Criteria**
1.0 Analyze prospective program for staff requirements (number and qualifications).	1.0 Staff requirement specifications (see section H qualifications of professional personnel).
2.0 Determine housing space needed, furniture, and equipment.	2.0 Space, furniture, and equipment specifications. (See section L, equipment, facilities, materials).
3.0 Survey the field to identify the best available consultants to assist in promoting the program outlined.	3.0 List of recommended consultants.
4.0 Survey the field to identify the best evaluator for this particular type of program.	4.0 Useable evaluation design. (See section J, evaluation)
5.0 Develop management calendar, and working pattern.	5.0 Management calendar and time line. (See program budget) (Typical day's - or week's - Team Calendar)

PROGRAM OBJECTIVE (NO. 0.2): Employ staff.

Major Functions	Performance Criteria
1.0 Review qualifications of possible canidates in S.F.U.S.D.	
2.0 Set employment date	
3.0 Transfer professional personnel officially (media specialist and resource teacher).	
4.0 Hire clerk	Staff employed and free to work by November 1, 1971.

PROGRAM OBJECTIVE (NO. 0.3): Identify specific student needs (through testing, teacher observation, etc.)

Major Functions	Performance Criteria
1.0 Gather baseline data on student performance, ability, interests, academic records, tv viewing, study habits, visual handicaps, physical impairments, emotional blocks, etc.	1.0 Test data and descriptive material from interviews, questionnaires, observation, etc. Available in folder for each student by February 1, 1972.
2.0 Study barriers to communication for children (e.g., words foreign to a child, multiple meanings, in-group language).	2.0 Section in teaching guide; in-service curriculum with displays, records, charts, or other teaching aids.
3.0 Devise and apply methods for determining the interests and abilities of individual students (such as informal talks, questionnaires, etc.)	3.0 Section in teaching guide. Individual pupil interest and ability profiles. (Profile will indicate need in terms of gap between what is found and what more appears attainable for that pupil)
4.0 Accumulate and analyze data compiled from parent conference forms.	4.0 Parent conference summaries for each pupil.
5.0 Identify the size and type of audience with which each student can function.	5.0 Posted information on this point in profile folder.
6.0 Identify varying needs of students, depending on their present language proficiency, roughly in terms of the following groups: a. Monolingual in language other than English b. bilingual, with varying levels of competence in English c. deficient in language skills, including English d. proficient in oral language but deficient in reading and writing e. proficient in language skills, including reading	6.0 General needs assessment for each group; beginning of individualized needs, profile for each pupil in profile folder.

PROGRAM OBJECTIVE (NO. 0.4): Identify skill requirements and desireable attitudes for students.

Major Functions	Performance Criteria
1.0 Study and describe those skills and attitudes necessary to a pupil to enable him to learn through independent study and discovery. e.g. a. Listening b. Reading c. Film and filmstrip viewing d. Observing e. Notetaking f. Oral expression 1) Reading aloud 2) Discussing 3) Telling 4) Other g. Selection media h. Evaluating and comparing i. Enjoying j. Asking questions k. Others, as they are identified by students and teachers	1.0 Teaching guide. Inservice curriculum.
2.0 Determine various general performance criteria and levels for each of the specified skills and attitudes.	2.0 Teaching guide. Inservice curriculum.

PROGRAM OBJECTIVE (NO. 0.5): State detailed student performance objectives.

Major Functions	Performance Criteria
1.0 Determine hierarchies of objectives for the communication arts in terms of the (see objective 3, #6) established for the school population and the determined skills and attitudes.	1.0 Teaching guide section.
2.0 Describe "learning through discovery." Analyze attitudes and skills necessary.	2.0 Teaching guide section. Inservice curriculum.
3.0 Analyze desirable critical attitudes and techniques children need in order for them to evaluate communications by themselves and others.	3.0 " " " " "
4.0 Analyze extended avenues through which children can communicate (e.g. sketching, map-making, taping, body language, etc.) as well as receive communications of others.	4.0 " " " " "
5.0 Establish detailed performance criteria for communication arts, discovery skills and attitudes, critical and evaluative skills, and avilable modes of communication.	5.0 " " " " "
6.0 Determine common barriers to communication.	6.0 " " " " "

PROGRAM OBJECTIVE (NO. 0.6): Build or find criteria reference tests.

Major Functions	Performance Criteria
1.0 Establish criteria for evaluative instruments.	1.0 Criteria checklist
2.0 Screen available standardize tests in communication arts.	2.0 Collection of useable standardized tests
3.0 Compile teacher-made tests of various aspects of language arts checked against student performance objectives	3.0 Compilation of useable teacher-made tests.
4.0 Encourage children to devise methods of testing the communication arts, e.g., games, riddles, crossword puzzles, etc.	4.0 Student developed testing instruments, or games, etc. contributions to teacher-made tests.
5.0 Continuously validate, revise, and screen testing instruments and techniques.	5.0 Validated, revised, up-to-date evaluative instruments and techniques.

PROGRAM OBJECTIVE (NO. 0.7): Identify methods for development of skills and appreciation.

Major Functions	**Performance Criteria**
1.0 Explore and describe ways of proceeding from textbooks to extended resources and activities and for proceeding from resources and activities to the textbooks.	1.0 Teaching guide. Inservice curriculum.
2.0 Develop and describe more efficient and creative ways of utilizing state textbooks.	2.0 " " " "
3.0 Explore and describe ways of combining and using resources.	3.0 " " " "
4.0 Plan varied ways for children to express themselves and to respond to the expressions of thoughts and feelings from others.	4.0 " " " "
5.0 Explore ways of helping children develop critical skills for the evaluation of communications.	5.0 " " " "
6.0 Plan group experiences so that a multi ethnic, multi-social group can work together on common problems.	6.0 " " " "
7.0 Explore ways of reducing the level of abstraction in communications with children.	7.0 " " " "
8.0 Plan ways of appealing to individual pupils' interests and applying particular skills to problems and projects in communication arts.	8.0 " " " "
9.0 Plan and suggest ways for increasing the quantity and improving the quality of students' reading.	9.0 " " " "

PROGRAM OBJECTIVE (NO. 0.7): Identify methods for development of skills and appreciation. (cont'd)

Major Functions	Performance Criteria
10. 0 Explore ways of reversing the procedure for teaching the sound system of English - substitute an "oral to written" approach for the present day "written to oral approach" where appropriate.	10.0 Teaching guide. Inservice curriculum.
11.0 Devise ways of making constructive use of the individual speech patterns of students representing various cultures-dialect, rhythm, speech sounds, etc.	11.0 " " " "
12.0 Explore varied ways of using recording devises in an approach to written expression, (e.g. plant press, blueprint, camera, etc.	12.0 " " " "
13.0 Provide an audience for children's creative efforts.	13.0 Logs describing student's presentations. Examples of creative work.
14.0 Find ways of utilizing the children's folk ways and expressions in the communications arts.	14.0 Teaching guide. Inservice curriculum.
15.0 Develop a multi-sensory approach to the communications arts.	15.0 " " " "
16.0 Suggest ways to train children to use instruments and equipment to improve observation (e.g., magnifiers, pedometers, thermometers, and other measuring devices).	16.0 " " " "
17.0 Explore ways of motivating students and helping them to learn through discovery.	17.0 " " " "

PROGRAM OBJECTIVE (NO. 0.7): Identify methods for development of skills and appreciation. (cont'd.)

Major Functions	Performance Criteria
18.0 Explore ways of helping children develop critical evaluative attitudes, techniques toward media, including their own communications and of others in the class.	18.0 Teaching guide. Inservice curriculum.
19.0 Develop ways to extend the avenues by which children can communicate and receive communications of others (e.g., art, speech, body language, gesture, maps, etc.).	19.0 " " " "
20.0 Develop techniques for removing barriers to communication.	20.0 " " " "

PROGRAM OBJECTIVE (NO. 0.8): Identify and improve print, media, and resource support for skills development.

Major Functions	Performance Criteria
1.0 Develop criteria for print and non-print media.	1.0 Criteria checklists for media.
2.0 Explore ways of involving parents and community as resources for enhancing the program.	2.0 Teaching guide. Inservice curriculum.
3.0 Assess the factors and attitudes from which evolve a climate conducive to learning.	3.0 Teaching guide section: descriptive assessment of these factors.
4.0 Evaluate kind, quantity, and quality of media (print and non-print) and equipment available within the library/media center.	4.0 Inventory records. Written recommendations for feasible additions or changes.
5.0 Evaluate kind, quantity and quality of media and equipment available within each classroom.	5.0 Written recommendations for feasible additions or changes.
6.0 Analyze entire school curriculums beginning with social studies, for opportunities to facilitate teaching with appropriate books and other resources.	6.0 Useful bibliographies, resource lists. Teaching guides. Inservice curriculum
7.0 Locate and recommend appropriate useful and interesting printed and non-print materials to prepare for, enhance, or follow up experiences such as field trips, resource people, news events and group projects.	7.0 " " " " " "
8.0 Make publishers and producers aware of gaps in subject areas.	8.0 Copies of letters containing such suggestions.

PROGRAM OBJECTIVE (NO. 0.8): Identify and improve print, media, and resource support for skills development. (cont'd

Major Functions	Performance Criteria
8.0 Make publishers and producers aware of gaps in subject areas.	8.0 Copies of letters containing such suggestions.
9.0 Work out and describe strategies for making media center and resources highly accessible to students and teachers.	9.0 Description of center and resource utilization. Circulation and log book records.
10.0 Improve and extend the media collection providing greater diversity of material and more high-interest print and non-print media.	10.0 An extended and improved collection, based on American Library Association standards and project criteria (see 1.0, above).
11.0 Involve students in establishing criteria for media selection and in the selection process.	11.0 Extent of student participation recorded in log book; examples of student-developed criteria.
12.0 Evaluate interaction between library and classroom and media use within each. Suggest imrpved procedures and media use.	12.0 Revised rules and procedures. Log records of improve media use.

PROGRAM OBJECTIVE (NO. 0.9): Produce integrated package of skill requirements, student performance objectives, skill development techniques, print and media.

Major Functions	Performance Criteria
1.0 Compile ideas of the entire instructional team for good work habits, teaching methods, and organization strategies which will encourage student to work more often individually and in small groups on projects closely related to personal needs and preference.	1.0 Teaching guide. In-service curriculum Communications curriculum
2.0 Prepare a study guide for the program.	2.0 Teaching guide.
3.0 Prepare a curriculum for use in in-service.	3.0 In-service curriculum
4.0 Investigate means other than the printed teachers' guide for disseminating teaching techniques, etc.	4.0 Teaching techniques, etc. in forms other than teachers guide.
5.0 Provide suggestions for most efficient, resourceful and creative use of media, resources and experiences	5.0 Study guides; bibliographies; resource guides.

PROGRAM OBJECTIVE (NO. 0.10): Identify and implement specific role and interface requirements for all personnel.

Major Functions	Performance Criteria
1.0 Produce job descriptions as they relate to all project functions.	1.0 Written job descriptions.
2.0 Select and obtain consultant for inservice.	2.0 Consultant service.
3.0 Construct calendar of necessary conferences, meetings, and in-service sessions.	3.0 Accurate project calendar.
4.0 Provide means for necessary conferences in-service, etc. 3.1 Meeting space and facilities 3.2 Consultants 3.3 Teacher time 3.31 Paid overtime 3.32 1/2 day substitutes x ____ days 3.33 Scheduled group Aesthetic experiences while freeing teachers. 3.34 Student teachers scheduled to free teachers for meetings, etc.	4.0 In-service, conference and meeting schedule adequate to meet objectives.
5.0 Hold conference and/or team inservice meetings by rescurce teacher and media specialist, 5 times per week.	5.0 Conference records
6.0 Hold in-service sessions.	6.0 Records and evaluations of in-service.
7.0 Revise role and interface requirements as required.	7.0 Revised job descriptions
8.0 Explore ways to develop teamwork among the entire teaching staff.	8.0 Project log.

PROGRAM OBJECTIVE (NO. 0.11): Identify teacher performance requirements. (How they will work with packages, resources. etc.)

Major Functions	Performance Criteria
1.0 Explore and describe ways of combining and using resources.	1.0 Teaching guide. Inservice Curriculum.
2.0 Identify the factors that emphasize the teacher's role as a catalyst.	2.0 " " " "
3.0 Specify teaching techniques which will allow each child to learn at his own rate and with the materials and experiences best suited to him.	3.0 " " " "
4.0 Develop criteria for levels of abstraction appropriate in teaching communication arts to children.	4.0 " " " "
5.0 Assess the factors and attitudes from which evolves a climate conducive to learning.	5.0 " " " "
6.0 Explore ways of changing the focus of teaching from prescribed learning to a more flexible program.	6.0 " " " "
7.0 Make a study of grouping and individualized instruction practices in terms of efficient methods of learning.	7.0 " " " "
8.0 Upgrade the diagnostic skills of the teacher. a) instructing them in carrying out above procedures, b) encouraging individual teacher contributions in developing diagnostic techniques	8.0 " " " " Pertinent diagnostic data and observations.

PROGRAM OBJECTIVE (NO. 0.11): (cont'd)

Major Functions	Performance Criteria
9.0 Establish a basis and procedure for selection of most effective media, resource, or experience for a particular teaching/learning situation.	9.0 Teachers guide. Inservice curriculum
10.0 Encourage and enable teachers to make efficient and creative use of multi-cultural, multi-ethnic contributions of students in speech, folklore, tradition, dress, food, etc.	10.0 " " " "

PROGRAM OBJECTIVE (NO. 0.12): Print needed materials.

Major Functions	Performance Criteria
1.0 Print	1.0 Adequate, usable printed materials
brochures	
newsletters	
bibliographies	
resource guides	
sample lessons	
study guides	
teachers guides	
student profiles	

PROGRAM OBJECTIVE (NO. 0.13): Pilot test the strategies.

Major Functions	Performance Criteria
1.0 Compile strategies and techniques.	1.0 Teachers guide
2.0 Analyze personnel and resource requirements for possible pilots.	2.0 Analysis of proposed pilots.
3.0 Establish priorities based on need, demand, personnel and resource requirements and other specific factors.	3.0 Pilot priorities list.
4.0 Choose pilots	4.0 Pilot choice.
5.0 Arrange for pilot implementation: Space Personnel Released time, if necessary Printing	5.0 Pilot management description
6.0 Conduct pilots.	
7.0 Evaluate pilots.	7.0 Pilot evaluation

PROGRAM OBJECTIVE (NO. 0.14): Refine strategies.

Major Functions	Performance Criteria
1.0 Analyze pilot evaluations.	1.0 Specific data and observations on student and teacher performance
2.0 Informally and formally discuss, criticize, and evaluate management system; perceived student needs, skill requirements, and performance objectives; evaluative devices and techniques, teaching methods; print, media, and resource support; program material and procedures; teacher performance; and pilot programs.	2.0 Collection of specific suggestions for program modifications.
3.0 Modify any program aspects (as in 2.0, above) as needed.	3.0 Constructive program changes.
4.0 Recycle evaluation procedures for modified aspects.	4.0 Specific data and observations on modified procedures, techniques, etc.

PROGRAM OBJECTIVE (NO. 0.15): Make system operational

Major Functions	Performance Criteria
1.0 Make final adjustments in program based on evaluation to date.	1.0 Documented changes in program.
2.0 Disseminate any changes to teachers, parents, etc. (see 0.17)	2.0 Information distributed to all affected by project.
3.0 Establish project calendar.	3.0 Project calendar for use by students and teachers.
4.0 Begin activities	4.0 Activities in conformity with program design and calendar.

PROGRAM OBJECTIVE (NO. 0.16): Evaluate program (e.g., in terms of interium objectives)

Major Functions	Performance Criteria
1.0 Gather data on student performance, habits and attitudes, including homework, TV viewing, etc.	1.0 Comparative Data on student performance, habits, etc.
2.0 Gather data on teacher performance.	2.0 Comparative data on teacher performance.
3.0 Employ evaluation consultant.	3.0 Selection of appropriate consultant.
4.0 Confer with evaluation consultant.	4.0 Meetings and work sessions on evaluation.
5.0 Collect student, teacher, and parent suggestions for evaluation.	5.0 Specific suggestions for evaluation.
6.0 Revise evaluation design and procedure as required.	6.0 Revised evaluation design and procedures.
7.0 Analyze data and planning products.	7.0 Data analysis-comparison of project data with baseline.
8.0 Make suggested changes	8.0 Program modifications as indicated.

PROGRAM OBJECTIVE (NO. 0.17): Disseminate the program.

Major Functions	Performance Criteria
1.0 Explore ways of informing parents and community.	1.0 More detailed dissemination design.
2.0 Work out ways for the most effective dissemination of ideas.	2.0 " " " "
3.0 Write newsletter monthly.	3.0 Newsletter copy
4.0 Distribute newsletter.	4.0 Printed newsletter, distributed.
5.0 Arrange and carry out demonstrations for parents, teachers.	5.0 Effective demonstrations.
6.0 Devise and carry out other dissemination strategies, e.g. Press releases Brochures T.V. interviews, etc.	6.0 Variety of effective dissemination procedures.

Communication Arts Team Program

II Narrative

I. Proposed Program Overview-Narrative

The first year activities of the CAT Program involve the joint planning, the data collection, and inservice curriculum development by a media-specialist and a resource teacher with the participation on an in-service basis of the teachers at Paul Revere Elementary School.

The following brief narrative is included to provide another perspective on the day-to-day operations of the project.

1. Team activities: media-specialists and resource teachers.

As soon as the project is funded, two full time professionals, a media specialist and a resource teacher, will be assigned full time to the project school and will work closely together from the outset. Many of the projects responsibilities will be shared, but there will also be complementary functions. The emphasis of the media-specialist will be in providing high interest material, both print and non-print of many kinds and which are related to the school curriculum, to the project activities, and to student interests. The resource teacher will put more emphasis upon working directly with teachers in planning, developing strategy, preparing for and following up activities; in locating and utilizing resources outside the school and bringing them into the school when appropriate, or arranging for teachers and students to utilize them outside the school on field trips and in other ways; and in working with parents and community members. (These statements describe emphasis only, and are not meant to suggest either that the media-specialist will work exclusively with people. Both team members will have responsibilities for developing facilities, selecting exemplary material, and inventing strategies for their use, and both will at many points work directly with the teachers and the individual students. For example, when a class or a group is to make an excursion outside the school, in connection with the project, one or both of the team members will secure materials in preparation for the trip. One or both will actually accompany the teacher and the students on the trip, and one or both will locate and provide followup materials and activities.)

The media-specialist and the resource teacher will work together a good percentage of the time in the normal course of activities. In addition there will be a formal provision that the two will confer at least during one hour each day. Also, on each Friday afternoon, one hour will be set aside for joint planning of the next week's activities.

In the managerial design the resource teacher will have the function of acting director and will therefore be the responsible party for gathering materials, coordinating evaluation, supervising overall activities and meeting deadlines.

2. Participation of teachers

As the planning for the project becomes more detailed, all thirteen teachers at the project school will be brought in on the various project functions step by step until they become full team members with the resource teacher and the media-specialist in planning overall project activities, identifying student needs, developing diagnostic tests, interpreting these results, planning lessons, utilizing experiences, and contributing ideas. In this proposal these forms of participation are described as in-service functions. It should be understood that inservice in this sense is meant to transcend the usual definition of the term which can mean nothing more than a series of formal group of teachers for instructional purposes. There will be some such meetings in the CAT project, but the teacher participation will be made possible through a variety of means as follows:

a. The resource teacher and/or the media-specialist will work in the classroom with the teacher on many occasions, particularly in the experimental pilot units.

b. Teachers will be encouraged to come to the media center individually for planning sessions and conferences, for meetings by grade level and with classes for research sessions, exploration periods, story telling, visits of resource persons, and for many other purposes.

c. As described above, the team will participate in excursions outside the school.

d. Released time. The budget for the project includes payment for substitutes in order to release teachers for a total of 240 hours of participation, a total of somewhat over 18 hours per teacher. Some of this released time will be arranged on a staggered basis allowing for meetings of individual teachers with the team or for small groups.

e. Formal inservice class

The possibility of arranging for weekly or bi-weekly classes for inservice credit will be investigated.

f. Approximately twice per semester, assembly programs for children in given grades will be arranged, thereby freeing grade level teachers for small meetings.

g. Approximately twice per semester student teachers will be assigned to relieve master teachers for inservice meetings.

h. At least once per semester, faculty meeting time will be made available so that the total group of faculty members and team can meet on project business.

i. The total group of faculty and team will meet at least once a month, either through donated faculty meeting periods or by paid released time.

The single most important criterion for evaluation of the CAT project in the initial year will be indications through questionnaires, interviews and group sessions that the teachers of Paul Revere Elementary School are satisfied that the approaches, techniques, activities, objectives, and performance criteria jointly developed are effective and will be applicable on an expanded basis in the second year of the project.

3. Day to day operations

The following tentative weekly schedules (see next page) which will be modified during the development of the project, indicate the general nature of day to day operations. (Note: The media-specialist will serve full time in the CAT project and her former service as a librarian to the same school will be carried on by a replacement for the approximately two days per week that she was formerly available to this school.)

CAT 1ST SEMESTER TENTATIVE WEEKLY SCHEDULE

	M	T	W	T	F
8:30	Conference MS & RT* Plan Day Delegate duties of MS. RT. Clerk, Teachers	Conference MS & RT Plan Day	Conference MS & RT Plan Day	Conference MS & RT Plan Day	Conference MS & RT Plan Day
9:30	Plan & Prepare For In-Service Planning Sessions With Teachers				
10:00	RT - in classroom identifying specific student needs; gather data for students profiles MS - in library (improving, extending collection, ordering)				
11:00	RT - in classrooms identifying specific student needs; gather data for student profiles MS - in library (coordinating library print and non print with entire school curriculum)				
1:00	RT) Visiting MS) Seeking resources etc.	RT, MS, 4th grade teachers Identifying needs Identifying skill requirements State detailed students performances obj. Build tests Develop skills and appreciation Produce package Interface requirements Develop teacher performance requirements	RT, MS, 5th grade teachers	RT, MS, 6th grade teachers Topics During Succeeding Weeks	Write: bruchers newsletter Individual Conferences with CAT members, etc.
2:00	RT) Visiting Seeking resources etc. Utilize Consultants				Plan for next week
3:00		Planning inservice with teachers continued	Write study guide and inservice curriculum Write sample lesson		

* RT - Research Teachers MS - Media Specialist

CAT 2ND SEMESTER TENTATIVE WEEKLY SCHEDULE

	M	T	W	T	F
	Conference MS & RT Plan day - Delegate duties of MS, RT, Clerk, Teachers	Conference MS & RT Plan day	Conference MS & RT Plan day	Conference MS & RT Plan day	Conference MS & RT Plan day
9:00	RT) MS) Prepare for day's activities, gather materials, set up media center etc. Sample lessons.				
:00	Pilot implementation RT MS	Pilot implementation RT MS	Pilot implementation RT MS	Pilot implementation RT MS	Pilot implementation RT MS
1:00	Pilot implementation RT MS	Pilot implementation RT MS	Pilot implementation RT MS	Pilot implementation RT MS	Pilot implementation RT MS
:00	Evaluate, refine strategies, utilize consultants, gather data.	RT, MS 4th grade Evaluate, refine strategies, utilize consultants, gather data.	RT, MS 5th grade Evaluate, refine strategies, utilize consultants, gather data.	RT, MS, 6th grade Evaluate, refine strategies, utilize consultants, gather data.	Write: brochures newsletter Individual conference with teachers
:00	Evaluate, refine strategies, utilize consultants, gather data.	RT, MS 4th grade Evaluate, refine strategies, utilize consultants, gather data	RT, MS 5th grade Evaluate, refine strategies, utilize consultant, gather data	RT, MS, 6th grade Evaluate, refine strategies, utilize consultant, gather data	Plan for next week
:00		Write teaching guide-Write inservice curriculum-Write bibliographies			

4. Basic project calendar

November 1st-February 1st - gather data, analyze data, devise teaching strategies, improve media collection, plan for pilots.

February 1st - begin pilots. (One pilot per grade for each of the 4th, 5th, and 6th grade minimum to test strategies selected by CAT team and teachers groups.

April 1st to June 15th - write teaching guides, develop inservice curriculum, plan for next years inservice operation, produce teaching guides, disseminate program.

May 15 to June 20th - Evaluate program.

5. What the program is expected to achieve in the first year.

By June 30, 1972, it is expected that the activities of project personnel in cooperation with the faculty of Paul Revere Elementary School will result in a workable plan, including detailed objectives and performance criteria, which will make possible the achievement of the product objectives as stated, beginning with the second year's operation in September 1972. This achievement will take the form of documented competencies of the participating personnel and a number of tangible products as specified in the evaluation section of this proposal.

6. In the second year of the project the staff to serve Paul Revere will be supplemented by the addition of a paraprofessional. The emphasis then will be upon implementation of the techniques, strategies, and activities developed in the first year.

Fruthermore, a second Communication Arts Team of media specialist, rescource teacher, and paraprofessional will be formed to serve the two nonpublic schools adjacent to Paul Revere and probably a third. Their first year will be spent in assessment of present facilities and practices and in planning and piloting toward establishing, in the project's third year, a replica in one of the nonpublic schools of the model initiated at Paul Revere.

4th, 5th, and 6th grade teachers at Paul Revere, who in the first year were active primarily in the planning and piloting phase, will in the second year make broad and extensive applications of strategies and techniques developed through the CAT process into all subjects and all aspects of their teaching. Behavioral objectives will be further detailed and teaching/learning strategies will be developed for application in as many subject areas as possible. In the second year the media-specialist and resource teacher, who in the first year had devoted perhaps 80% of their time to planning and 20% to piloting, will in the second year reverse this emphasis, spending approximately 80% of their time in program operation and only 20% in planning for future expansion and development.

FUNCTION: 0.1 Establish project management system.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 (See program objectives)		Media Specialist 3 days	$304.20				→								
		Resource Teacher 3 days	$293.10												
		Total	$597.30												

FUNCTION: 0.2 Employ Staff

ubfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 - 4.0 (see project objectives)		Personnel Division San Francisco Unified School District	District Contribution				•→								

FUNCTION: 0.3 Identify specific student needs.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 Gather baseline data on student performance, ability, interest, academic records, tv viewing, study habits, visual handicaps, physical impairments, emotional blocks.								→	→	→					
2.0 Study barriers to communication for children (e.g. words foreign to a child, multiple meanings, in group language)								→	→	→	→	→	→		
3.0 Devise and apply methods for determining the interests and abilities of individual students.								→	→	→	→	→	→		
4.0 Accumulate and analyze data compiled from parent conference forms.								→			→				

FUNCTION: 0.3; Identify specific student needs (through testing, teacher observation, etc.) (cont'd)

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
5.0 Identify the size and type of audience with which each student can function.								●	—	—	—	—	→		
6.0 Identify varying needs of students, depending on their present language proficiency, roughly in terms of the following groups. a. Monolingual in language other than English b. bilingual with varying levels of competence in English c. deficient in language skill, including English d. proficient in oral language but deficient in reading and writing e. proficient in language skills including reading								●	—	—	—	—	→		

FUNCTION: 0.3 Identify specific student needs (through testing, teacher observation, etc.) (cont'd)

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
		MS* 3 days	$ 304.20												
		RT* 15 days	1465.50												
		Clerk 15 days	486.15												
		RT extra hour @ $ 9.89 x 10 days	98.90												
		MS extra hour @ $9.89 x 10 days	98.90												
		Total	$2,453.65												

*MS=Media-specialist
RT=Resource teacher

FUNCTION: 0.4 Identify skill requirements and desireable attitudes for students.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months										
				J	A	S	O	N	D	J	F	M	A	M
1.0 Study and describe those skills and attitudes necessary to a pupil to enable him to learn through independent study and discovery.								●	—	—	—	—	→	
2.0 Determine various general performance criteria and levels for each of the specified skills and attitudes.								●	—	—	→			
		MS 3 days	$ 304.20											
		RT 5 days	488.50											
		Clerk 8 days	259.28											
		Total	$1051.98											

FUNCTION: 0.5 State detailed student performance objectives.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	
.0 Determine hierarchies of objectives for the communication arts in terms of the(see objective 3,#6) established for the school population and the determined skills and attitude.								●	—	—	—	—	→		
.0 Describe"learning through discovery." Analyze attitudes and skills necessary.								●	—	—	—	—	→		
.0 Analyze desirable critical attitudes and techniques children need in order for them to evaluate communications by themselves and others.								●	—	—	—	—	→		
.0 Analyze extended avenues through which children can communicate as well as receive communication of others.								●	—	—	—	—	→		
.0 Establish detailed performance criteria for								●	—	—	—	—	→		

FUNCTION: 0.5 State detailed student performance objectives (cont't)

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
.0 (cont'd) communication arts discovery skills & attitudes, critical and evaluative skills, and available modes of communication.								●	—	—	—	—	→		
.0 Determine common barriers to communication.								●	—	—	—	—	→		
		MS 6 days	$ 608.40												
		RT 10 days	977.00												
		Clerk 20 days	648,20												
		RT extra hour @ $9.89 x 9 days	89.01												
		Total	$2,322.61												

FUNCTION: 0.6 Build or find criteria reference tests.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
.0 Establish criteria for evaluative instruments.								•→							
.0 Screen available standardize tests in communication arts.								•—	→						
.0 Compile teacher-made tests of various aspects of language arts checked against student performance objectives.								•—	—	→					
.0 Encourage children to devise methods of testing the communication arts.								•—	—	→					
.0 Continuously validate, revise, and screen testing instruments and techniques.								•—	—	→					
		MS 1 day RT 4 days Clerk 6 days	$101.40 390.80 194.46												
		Total	$686.66												

FUNCTION: 0.7 Identify methods for development of skills and appreciation.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 to 20.0 (See program objectives)		MS 15 days	$ 1,521.00												
		RT 20 days	1,954.00												
		Clerk 15 days	486.15												
		RT Extra hour @ $9.89 x 10 days	98.90												
		MS Extra hour @ $9.89 x 6 days	59.34												
		Total	$ 4,119.39												

FUNCTION: 0.8 Identify and improve print, media, and resource support for skills development

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months										
				J	A	S	O	N	D	J	F	M	A	M
1.0 Develop criteria for print and non print media		MS 1 day RT 1 day Clerk 1 day	$ 101.40 97.70 32.41					→						
4.0 Evaluate kind, quantity, and quality of media (print and non-print) and equipment available within the library media center.		MS 5 days Clerk	507.00 324.10					—	→					
5.0 Evaluate kind, quantity and quality of media and equipment available with in each classroom.		MS 1 day RT 1 day Clerk 1 day	101.40 97.70 32.41					—	→					
6.0 Analyze entire school curriculum beginning with social studies for opportunities to facilitate teaching with appropriate books and other resources		MS 10 days RT 6 days Clerk 10 days	$1,014.00 586.20 324.10					—	—	—	→			
8.0 Make publishers and producers aware of gaps in subject areas.		MS 1 day Clerk 1 day	101.40 32.41					—	—	—	—	—	—	→

FUNCTION: 0.8 Identify and improve print, media, and resource support for skills development (cont'd)

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
10.0 Improve and extend the media collection providing greater diversity of materials and more high-interest print and non-print media.		MS 15 days RT 2 days Clerk 8 days	$ 1,521.00 195.40 259.28					●	—	—	—	—	—	—	→
2.0 Explore ways of involving parents and community as resources for enhancing the program. 3.0 Assess the factors and attitudes from which evolve a climate conducive to learning. 9.0 Work out and describe strategies for making media center and resources highly accessible to students and teachers.		MS 5 days RT 3 days Clerk 5 days RT Extended hour @ $9.89 x 12 days MS Extended hour @ $9.89 x 20 days	507.00 293.10 162.05 118.68 197.80					●	—	—	—	—	—	—	→

(Continued)

FUNCTION: 0.8 Identify and improve print, media and resource support for skills development.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	
11.0 Involve students in establishing criteria for media selection and in the selection process.		Ditto													
.0 Locate and recommend appropriate useful and interesting printed and non-print materials to prepare for, enhance, or follow up experiences such as field trips, resource people, news events and group projects.															
2.0 Evaluate interaction between library and classroom and media use within each. Suggest improved procedures and media use.															
		Total	$ 6,606.54												

FUNCTION: 0.9 Produce integrated package of skill requirements, student performance objectives, skill development techniques, print and media.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	
1.0 Compile ideas of the entire instructional team for good work habits, teaching methods, and organization strategies which will encourage student to work more often individually and in small groups on projects closely related to personal needs and preference.		MS 7 days RT 7 days Clerk 10 days	$ 709.80 689.50 324.10					• —	—	—	—	—	→		
2.0 Prepare a study guide for the program.															
3.0 Prepare a curriculum for use in inservice.		MS 7 days RT 7 days Clerk 10 days	709.80 683.90 324.10					• —	—	—	—	—	→		
.0 Investigate means other than the printed teachers' guide for disseminating teaching techniques, etc.															
.0 Provide suggestions for most efficient, resourceful and creative use of media, resource and experiences.		MS 5 days RT 5 days	507.00 488.50					• —	—	—	—	—	—	—	→
		Total	$4,436.70												

FUNCTION: 0.10 Identify and implement specific role and interface requirements for all personnel.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 Produce job descriptionas they relate to all project functions.								→							
2.0 Select and obtain consultant for inservice.		In-service consultant fee $100 per day x 18 days	$1,800.00				•	→							
3.0 Construct calendar of necessary conferences, meetings, and in-service sessions.		Substitute pay for in-service participation of teachers $5.70 per hour x 12 teachers x 20 hours	3,420.00					•	—	—	—	—	—	→	
4.0 Provide means for necessary conferences in-service etc.		Travel allowance for local observation by MS, RT, & Teachers Extended day pay for Teachers(12x20 hrs. x 9.89)	300.00 2,373.00					•	—	—	—	—	—	—	→
5.0 Hold conference and/or team in-service meetings by resource teacher & media specialist, 5 times per week.		MS 2 days RT 2 days Clerk 2 days	202.80 195.40 64.82					•	—	—	—	—	—	→	
6.0 Hold in-service sessions.									•	—	—	—	—	—	→
7.0 Revise role and interface requirements as required.								•	—	—	—	—	—	—	→
8.0 Explore ways to		Total	$8,356.02												

FUNCTION:0.11 Identify teacher performance requirements. (How they will work with packages, resources, etc.)

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 to 10.0 (See program objectives)		MS 7 days RT 8 days Clerk 7 days	$ 709.80 781.60 226.87					→	→	→					
		Total	$1,718.27												

FUNCTION: 0.12 Print needed materials.

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 Print		Clerk 15 days Paper Office Supplies	$ 486.15 400.00 100.00												
brouchures															
newsletters															
bibliographies															
resource guides															
sample lessons															
study guides															
teachers guides															
student profiles		Total	$ 986.15												

FUNCTION: 0.13 Pilot test the strategies

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 Compile strategies and techniques.										● →	→	→	→		
2.0 Analyze personnel and resources requirements for possible pilots.								● →	→						
3.0 Establish priorities based on need, demand, personnel and resource requirements and other specific factors.								● →	→						
4.0 Choose pilots									● →						
5.0 Arrange for pilot implementation.		AV Equipment (see budget detail) Instructional Equipment	$3,500.00						● →	→					
6.0 Conduct pilots		Student travel Tickets, admissions	350.00 150.00							● →	→	→	→	→	
7.0 Evaluate pilots		MS 17 days RT 17 days Clerk 10 days RT extra hour @$9.89 x 17 days MS extra hour @$9.89 x 17 days	1,723.80 1,660.90 324.10 168.13 168.13							● →	→	→	→	→	
		Total	$8,045.06												

FUNCTION: 0.14 Refine strategies

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 to 4.0		MS 5 days	$ 507.00												
(See Program Objectives)		RT 5 days	488.50												
		Clerk 5 days	162.05												
		RT extra hour @ $9.89 x 5 days	49.45												
		MS extra hour @ $9.89 x 5 days	49.45												
		Total	$1,256.45												

FUNCTION: 0.15 Make system operational

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 to 4.0 (See Program Objectives)		MS 2 days	$ 202.80												
		RT 2 days	195.40												
		Clerk 2 days	64.82												
		RT Extra hour @ $9.89 x 2 days	19.78												
		MS Extra hour @ $9.89 x 2 days	19.78												
		Total	$ 502.58												

FUNCTION: 0.16 Evaluate program

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 Gather data on student performance habits and attitudes, including homework, TV viewing, etc.								●	—	→					
2.0 Gather data on teacher performance								●	—	→					
3.0 Employ evaluation consultant.		Evaluation Consultant $100 per day x 6 days	$ 600.00							→				→	
4.0 Confer with evaluation consultant.										→				→	
5.0 Collect student teacher, and parent suggestions for evaluation.								●	—	—	—	—	→		
6.0 Revise evaluation design and procedure as required.								●	—	—	—	—	→		
7.0 Analyze data and planning products.											●	—	—	→	
8.0 Make suggested changes.		RT 5 days	488.50									●	—	—	→

FUNCTION: 0.16 Evaluate Program (continued)

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
		MS 10 days	1,014.00												
		RT 10 days	593.40												
		(6 hours extended day x 10 days @ $9.89 per hour June, 1972)													
		Clerk 25 days	810.25												
		Total	$3,506.15												

FUNCTION: 0.17 Disseminate the program

Subfunction	Task (Complete if necessary)	Required resources: personnel, materials, equipment, and so forth	Total cost	Time allocation by months											
				J	A	S	O	N	D	J	F	M	A	M	J
1.0 Explore ways of informing parents and community								→	→	→	→	→	→	→	
2.0 Work out ways for the most effective dissemination of ideas.								→	→	→	→	→	→	→	
3.0 Write newsletter monthly.									→	→	→	→	→	→	
4.0 Distribute newsletter.									→	→	→	→	→	→	
5.0 Arrange and carry out demonstrations for parents, teachers.									→	→	→	→	→	→	
6.0 Devise and carry out other dissemination strategies, e.g. 1Press releases Brochures Television interviews.		MS 12 days RT 15 days Clerk 13 days RT extra hour @$9.89 x 10 days MS extra hour @$9.89 x 15 days	1,216.80 1,465.50 421.33 98.90 148.35					→	→	→	→	→	→	→	
		Total	3,350.88												
		GRAND TOTAL	$49,996.39												

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II. J. Evaluation

1. Target population - Pupils to be served

The pupils to be served by the CAT project are those enrolled in the 4th, 5th, and 6th grades of the Paul Revere Elementary School. It was possible, for the original proposal, to give considerable detailed information about the nature of the student population at Paul Revere. However, because of the desegregation and integration plan which went into effect September 1971, the composition of each studentbody in the San Francisco Elementary Schools was radically altered. Achievement, socio-economic and other data is being rapidly compiled for these pupils and will soon become available. For the present, the following data can be given:

The 1971-72 enrollment is 372.

The racial composition is as follows:

Spanish Surnamed	88	23.6%
Other White	110	29.5%
Black	103	27.6%
Asian	19	5.1%
Other Non White	52	13.9%

Grade level composition is as follows:

4th grade 119 5th grade 122 6th grade 131

Achievement scores for the newly constituted Paul Revere Studentbody are not yet available except for students in the incoming 4th grade.

Scores on Stanford Achievement Test for these students in May 1971, are given in Appendix B. For comparative purposes, the scores for District-wide 3rd graders on the same date are available in Appendix A.

Other evaluation targets

Though the ultimate beneficiaries of the project will be the students at Paul Revere School, in another sense, the target for change in a planning year are the teachers, the teachers' general practices and the facilities available.

2. Baseline data

Because the expected changes resulting from project activities will be in the realm not only of student achievement and attitude but also in teaching practice and in facilities, baseline data and observations of the following kind will be systematically collected and analyzed in comparison with comparable data to be derived from project activities in initial and succeeding years.

a. A description and evaluation of the library-media center

This will include an inventory of the library, a description of the room itself, an evaluation of the quality of the collection as compared with the American Library Assocation standards, including an evaluation of non-print materials and audio-visual devices available.

In addition, the rules and policies governing its operation in connection with classroom teachers and individual students will also be given.

Statistics on circulation and library use by teachers and students will also be included.

This analysis may include anecdotal material as well, descriptions of typical use during a typical school day, and photographs of the library classes and students using the library, library displays, etc.

b. A description of typical classroom

The arrangement of the typical classroom, the kind and amount of the use of the print and non-print materials, the frequency of its use of the school library-media center will all be documented.

This description will also include analytical observations indicating the amount and kind of interaction in the classroom that is between and among students, between teacher and students, the amount of individualized work being done, the time devoted to small groups, the proportion of time given to lecturing demonstrations and other teaching techniques.

This material will be used in comparison with similar analytical objervations to be done in the same or analogous classrooms as the project proceeds.

c. A description of the professional working relationship between 4th, 5th, and 6th Grade teachers and the present librarian

This will include the number, length, and content of consultations between teachers and librarian, and the discussion of the consequences in terms of schedules, class activities, assignments, teaching techniques, and other activities which impinge upon the students directly.

d. A description of teaching procedures

This will entail a classfication of various teaching procedures (e.g., lectures, demonstrations, one-to-one conferences, types of assignments, etc.) used presently by the 4th, 5th, and 6th Grade teachers, particularly as they relate to reading.

e. A description of typical student procedures and activities

This will be a description as descriptive as possible and with as much qualifable data as can be gathered to indicate the kind, number, and quality of student procedures, particularly in the area of reading--silent reading, oral reading, recitation, group work, typical projects and assignments, etc.

f. A description of typical educational, cultural experiences available to students

This would include the average number, length, and kind of field trips and their connection with the present curriculum, the number of visits by community resource persons, the instances of participation in creative activities such as dramatization, group art work, musical presentations, etc.

g. A description of student study habits

This will classify and describe a representative sample of students as to their study habits, their attention span, time typically given to various subjects, kinds of materials selected for study, posture, length of study period, etc.

h. A description of the level and quality of present required and voluntary reading

A representative sample of students will be analyzed for the specific choices of reading made for information and for recreation with reference to the students' potential ability, of recorded reading level, and other personal factors.

3. Sampling

Evaluation data from the planning phase of the project will require no sampling techniques. It is expected that the facilities can be evaluated in detail, and that a comprehensive description of typical teaching techniques can be provided for purposes of comparison.

4. Follow up

It shall be one of the objectives of the planning phases of the program to develop methods and instruments for monotoring the progress of a representative sample of graduates from Paul Revere Elementary School as they move into junior high school.

5. Evaluation design

   a. Role of the consultant

   Qualified and competent consultant service will be sought, not only for the purpose of creating an evaluation design to be applied to produce evaluation, but also for the design of strategies and instruments for evaluating the attainment of interim objectives in the planning year. Most of the impact of the initial year operation can be assessed by reference to concrete products. In addition, however, it will be necessary to develop means of making value judgements on the potential effectiveness and useability of the products.

   b. Interim (first year) objectives:

   0.1 To establish a project management system.

   0.2 To employ staff

   0.3 To identify specific student needs through testing, teaching, observation, etc.

0.4 To identify skill requirements and desirable attitudes for students.

0.5 To state detailed student performance objectives.

0.6 To build or find criteria reference tests.

0.7 To identify methods for development of skills and appreciation.

0.8 To identify print, media, and resource support for skills development.

0.9 To produce integrated packages of skill requirements, student performance objectives, skill development techniques, print and media.

0.10 To identify and implement specific role and interface requirements for all personnel.

0.11 To identify teacher performance requirements.

0.12 To print needed materials.

0.13 To pilot test the strategies.

0.14 To revive strategies.

0.15 To make the system operational.

0.16 To evaluate the program.

0.17 To disseminate the program.

c. Planning products

The above functions will lead to production of a number of specific interim products as follows:

(1) An inservice curriculum

(2) Teachers' guides

(3) Inservice experiences

(4) Conference schedules fo team members and teachers

(5) Job descriptions

(6) Resource lists

(7) Materials' lists

(8) Management design, calendar and timeline

(9) Specifications on facilities

(10) Consultants recommendations and contributions

(11) Baseline data on students

(12) Parent conference summaries

(13) Format for student profiles

(14) A needs assessment plan

(15) Evaluation instruments

(16) Performance criteria for product

d. Quantative and qualitative evaluation of process and product of first year's operation.

The quantative evaluation of the CAT project for the first year will take the form of log books and rosters indicating the number, length, frequency, and attendance at planning sessions, conferences consultations, inservice meetings, parent-teacher conferences, etc., as well as descriptions and/or specimen copies of such planning products as are listed in c. above.

Qualitative evaluation of the process and products will take the form of the documented professional judgement of (1) the evaluation consultant or consultants and (2) the documented opinion of the teachers at Paul Revere Elementary School.

The judgement of the evaluation consultant will be in the nature of a formal evaluation report assessing the efficiency and effectiveness of the processes utilized and the products developed.

The most important qualtative evaluation will be that of the opinions of the teachers involved. These will be recorded in a variety of ways some of which, it is hoped, will be developed during the planning phase, but will include at the very minimum both interviews and questionnaire. Project personnel will take pains to develop the processes and products which will be useful in reaching the product objectives not only in a theoretical sense but in the sincere opinion of the professional personnel -- the teachers who have developed them and who will have the responsibility of putting them in to practice.

e. Evaluation responsibilities

All project personnel including participating teachers will have responsibilities for creating evaluation criteria, instrument and techniques and for interpreting the data selected. However, the final responsibilities for coordinating and documenting evaluation will be assigned to the acting director, that is, the resource teacher.

f. Methods for processing and analyzing data

Details on this phase of evaluation cannot and should not be provided at this point for the reason that all project personnel will participate not only in generating, collecting, and interpreting data, but also in establishing criteria and techniques for processing and analyzing it. This is not to say that the process will be indeterminate or nebulous, but only that it will evolve from the inservice/planning phase of the project.

As it does evolve, such determined methods shall be documented in detail. For example, to the extent that questionnaries are utilized, the following information will be given:

> How was the questionnaire chosen as an evaluation instrument? Who made the choice? How were specific questions for the questionnaire chosen? Who made this choice? What directions, printed or

spoken, for filling out the questionnaire were given? Who gave them? In what form? How were the questionnaires distributed. Who replied to the questionnaires? Who did not? If some who received the questionnaire did not reply what were the reasons for not doing so? What were the responses to the questionnaire? What was the interpretation of the questionnaire responses? Who made the interpretations? Are there any alternatives to the interpretations? What effect on the project design did the questionnaire have or will it have?

K. DISSEMINATION

Dissemination for the Communication Arts Team Program will be both formal and informal in nature.

Informal dissemination will occur as a result of:

1. The practice of inviting parents to accompany groups of children on field trips and to participate in school activities (often as resource people) at which time they will not only observe the program in progress but contribute to the process as well.
2. The increase of both print and non-print media that the children will be taking home in the evenings to pursue a subject that has proven to be of high interest to the individual or group.

This will not only serve as a demonstration to the parent of student enthusiasm and growing maturity in assuming personal responsibility for his education, but will also give the parent the opportunity to share his child's explorations and discoveries into a given interest area.

Formal dissemination will be carried out as follows:

1. Within the School

   Faculty meetings
   Newsletters to teachers
   Hall bulletin boards
   Inter-class visits for book discussions, etc.

2. Within the District

   Newsletter circulated periodically to all elementary schools.

   Presentations by Paul Revere Staff at faculty meetings in other schools within the District.

   Invitational planned demonstrations at Paul Revere.

   Informal visits of teachers and administrators from throughout the District to classes at Paul Revere for the in-service meetings of all District librarians.

3. General Public

Brochure outlining purpose and general plan of the project to be prepared for controlled isstribution at outset of the project.

Distribution to the press and other news medias of information concerning activities of special interest.

The production by the district's videotape facility of both instructional material and documentaries on the project for viewing by educators as well as the lay public.

The submission to organs of state and national professional groups of informative articles on the project.

COMMUNICATION ARTS TEAM PROPOSAL REVISION

II. L. Facilities, Equipment, Materials

1. Basic to the nature of this program, and essential to its success, is the creation of a learning environment which fosters evolvement of a wide variety of interest-centered activities. Lively student participation in the creation and utilization of this environment is not simply something to be sought, but rather the heart of the project. If this essential aspect of the program is to be translated into viable reality, the physical environment must be such as to allow students to explore independently as well as in large and small groups. The Communication arts team has access to the media resources of the San Francisco Unified School District through its libraries and Audio-Visual Department, and their expertise will bring these resources into the classroom at the most appropriate time and in the way best suited to the achievement of the objectives of the program as outlined in this proposal. It is obvious, however, that utilization of the media be individual students as well as student groups is dependent upon the availability of the proper equipment. To this end, the planners of the project have listed equipment that they feel is essential to the adequate operation of a multi-media learning environment. Items included have been selected for their particular value in heightening the observational skills of the young user, in helping him record his observations and

feelings, and in strengthening his real experiences by providing vicarious and extending experiences through a variety of related media.

Some of this equipment is already available at Paul Revere School. (Table III) Other items will be supplied by the District for this project (see Table II). Remaining items which cannot be supplied by the District at its present level of funding must therefore be included in the project budget. Because this equipment is expensive, it is highly imperative to purchase only those items which will contribute most richly to the program. The items requested for the planning year for use in the pilot studies will be tried out for possible purchase in larger quantities for the final project.

JUSTIFICATION FOR EQUIPMENT

Unless the philosophy behind the planning of this project is clearly understood, inclusion of a number of the items listed with the project requests is certainly questionable. For instance, how does one teach reading with a pedometer? What does a lapidary tumbler have to do with increasing decoding skills? Do children need binoculars to see the printed page? What place do dissecting kits have in a communication arts project?

For more specific justification of particular items, the basic factor of the project's overall plan as noted above must be emphasized: providing the children with many and varied experiences through activities planned around individual abilities and interests. Many of these activities will consist of field trips, with their preparatory and follow-up exercises. A number of these trips will be nature walks, with bird watching an important component. Because of our marine environment, the study of shipping and trade are of such importance that trips to the embarcadero incite high interest. To make either bird watching or ship identification effective, binoculars are essential. Both types of trips should contribute richly to the "idea bank" of the children, thus enabling them later to bring to pages of related reading concepts that will indeed give meaning to the printed symbols. Similar justification can be made for dissecting kits and microscopes after a science trip to the beach at low tide.

As for the pedometer, besides its value as a "motivator" for its wearer, a slow learner who isn't too interested in making the trip, what better method is there than the use of such an instrument for building concrete concepts of space and distance for all the children on the trip? Is $9.15 too high a price to pay for such a practical learning experience?

Every item requested was carefully chosen for its value in enriching the cognitive repertoire of the children--a matter of paramount importance in any reading program worthy of the name.

CAT - REVISION - OCT. 1971

PROJECT REQUESTS - EQUIPMENT

NO.	ITEM	UNIT PRICE	TOTAL
3	Listening Centers with Individual Volume Controls	$ 53.40	$ 160.20
1	Carousel Slide Projector	115.50	115.50
1	Film Strip and Slide Projector for Study	47.65	47.65
3	Tape Recorders (Classroom Cassettes)	162.75	488.25
1	Tape Recorder (Small Cassettes for Field Trips)	64.65	64.65
1	Overhead Projector	81.50	81.50
1	Screen	38.25	38.25
1	Ektographic Projector	100.80	100.80
1	Kodak Instamatic Movie Camera (Super 8)	100.00	100.00
1	Wollensak Automatic Synchonizer 2550)	272.00	272.00
5	Viewlex Previewer Jr.	15.80	79.00
2	Viewlex Previewer Sr.	55.00	110.00
1	Konica 55 MM Camera	85.00	85.00
15	Kodak Instamatic X15	18.75	281.25
1	Kodak Instamatic Visual Maker	125.00	125.00
1	Commercial Dry Mount Press	300.00	300.00
3	Plant Presses	9.50	28.50
1	Pedometer	9.15	9.15
1	Pr. Binoculars	58.50	58.50
1	Dissecting Kit	9.00	9.00
1	Lapidary Tumbler	37.30	37.30
1	Omega B22 Enlarger Kit	175.00	175.00
	Film (other photographic supplies)		400.00
	Blank Recording Tapes		333.50
		TOTAL	$3,500.00

TABLE II

ADDITIONAL EQUIPMENT TO BE SUPPLIED BY DISTRICT

No.	Item
1	T.V. with spiral antenna and stand
2	Record Players
6	Slide Projector
3	Tape Recorders (Rheem, reel to reel)
1	Movie Projector, 2 speed with projector cart
2	Overhead Projector with stands
1	Opaque Projector
2	Screens, 60 x 60

TABLE III

PAUL REVERE ELEMENTARY SCHOOL INVENTORY

1970 - 1971

NO.	ITEM
4	TV
3	Record Player
4	Listening Center
1	Radio
2	Slide Projector (can be used with filmstrip)
1	Microscope
1	Tape Recorder
1	Movie Projector
1	Victor Adding Machine
1	Overhead Projector
2	Screen

M. SUBCONTRACTING

There will be no subcontracting connected with this program.

Form III-104

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Instructional Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Name and Address of Agency
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Project Number

PART I - EXPENDITURES (other than construction)

___Proposed Budget Summary*
___Estimated Expenditure Report
___Final Expenditure Report

Budget Period, (Month, Day & Year)
Beg.: NOV. 1, 1971 End: JUNE 30, 1972

Expenditure Accounts		EXPENSE CATEGORIES							TOTAL EXPENDITURES
		Salaries							
FUNCTIONAL CLASSIFICATION	Account No.	Professional	Nonprofessional	Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	
1	2	3	4	5	6	7	8	9	10
1. Administration	100								
2. Instruction	200	31,199	5,540			300		3,050	40,089
3. Health Service	400								
4. Pupil Transportation Services	500					350			350
5. Operation of Plant	600								
6. Maintenance of Plant	700								
7. Fixed Charges	800	5,134	942						6,076
8. Food Services	900								
9. Community Services	1100								
10. Remodeling (if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269						3,500		3,500
12. TOTALS →		36,333	6,482			650	3,500	3,050	50,015

Authorized Agent Thomas A. Sh

Revised Date October 21, 1971

PART II – CONSTRUCTION EXPENDITURES

(Check One)
☐ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, Day, & Year)*
BEGINNING:
ENDING:

		EXPENDITURE ACCOUNTS	ACC'T NUMBER	AMOUNT	
		1	2	3	
1		SITES			
	A	PROFESSIONAL SERVICES	1210a	$	
	B	IMPROVEMENT TO SITES	1210b		
2		BUILDINGS			
	A	PROFESSIONAL SERVICES	1220a		
	B	NEW BUILDINGS AND BUILDING ADDITIONS	1220b		
	C	REMODELING (IF $2,000 OR LESS ENTER IN PART I)	1220c		
3		ADMINISTRATIVE EXPENSES *(Specify below)*	1220		
	A				
	B				
4		LEASING OF FACILITIES			
5		TOTAL ⟶		$	

PART III – SUMMARY • AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD *(Month, Day, and Year)*
BEGINNING: ENDING:

☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

		ITEMS		PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II CONSTRUCTION EXPENDITURES	TOTAL
		1		2	3	4
1		AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE ⟶				
	A	UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	$			
	B	APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	$			
	C	TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)	$			
2		EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE ⟶				
3		UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) ⟶				

PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

	ITEMS	CUMULATIVE TOTAL TO DATE
1	GRANT AWARDS	
2	CASH RECEIVED	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.	SIGNATURE OF Authorized Agent	DATE
	SIGNATURE OF PROJECT DIRECTOR	DATE

For Use of State Department of Education Only

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES				VOUCHER NUMBER	SCHEDULE NUMBER
						EXP. CLASS	BAL. PAY		SEC. REPT.		
1	2	3	4	5	6	7	8	9	10	11	12

GEO. CODE	GOVT./ NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LEDGER		APPROPRIATION SYMBOL	
					DEBIT	CREDIT		
13	14	15	16	17	18	19	20	21

DETAIL BUDGET

EXPENDITURE ACCOUNT NO.

Expense category Name and title, purpose, or item	Project time Full	Project time Part	Quantity	Salary, rental, or unit cost	Budgeted amount
Salaries (Exp. Account No. 200)					
Professional					
Media Specialist	X		143 days	$ 11,885	$ 11,885
Resource Teacher	X		143 days	11,454	11,454
Extended Day (Resource Teacher)		X	75 hours	9.89	737
Extended Day (Media Specialist)		X	75 hours	9.89	737
Extended Year (Resource Teacher June, 1972)	X		60 hours	9.89	593
Substitute (to free members for inservice conferences)		X	60 hours	5.70	3,420
Extended day for teachers (for inservice,meetings, etc)		X	240 hours	9.89	2,373
Nonprofessional					
Senior Clerk Typist	X		20 pay periods (40 weeks)	5,540	5,540
Consultant Services (Account No. 200)	X		24 days	100	2,400
Fixed Charges (Account No. 800)					
Employee Benefits, Professional 22%				5,134	5,134
Employee Benefits,Nonprofessional 17%				942	942
Travel, Staff (Account No. 200)					
Staff research, local			900 miles	100	100
Staff research, California				200	200
Travel, Student (Account No. 500)					
Field trips, student - Bus rental			6 trips	300	300
Car tickets			100	50¢	50
Equipment (Account No. 200)					
(See details, following page)				3,500	3,500
Other Expenses (Account No. 200)					

DETAIL BUDGET

EXPENDITURE ACCOUNT NO.

Expense category	Name and title, purpose, or item	Project time		Quantity	Salary, rental, or unit cost	Budgeted amount
		Full	Part			
Printing and Dissemination					500	$ 500
Admissions	tickets, for pupils			150	average $1.00ea	150
Material and Supplies						
None - District Supplied						
					TOTAL	$ 50.015

COMMUNICATION ARTS TEAM PROGRAM

Project Phases and Per-Pupil Cost Detail

1. Number of pupils to be directly involved in the project. 372
2. Developmental Costs $50,000
3. Developmental Costs Per Pupil $134.41
4. Implementation Costs 0*
5. Implementation Costs Per Pupil 0
6. Operational Costs 0**
7. Operational Costs Per Pupil 0

* Implementation costs would depend upon the size and quality of the media center and its staff. An adequate center would mean no separate implementation cost.

** Providing that there is an adequate media center/library staff, there should be no additional operational costs.

SPECIFIC ASSURANCE NUMBER 1, BOARD RESOLUTION
(To be completed by school district applicants only)

Applicant agency SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Type of applicant: School district

Project title: COMMUNICATION ARTS TEAM PROGRAM - REVISION

This is to certify that the following is a true and correct copy of a resolution duly adopted by the governing board having responsibility for the applicant district:

> WHEREAS, the applicant named above, hereinafter referred to as the "District," is applying for an award of funds under the provisions of an approved "California State Plan, Title III, ESEA"; and
>
> WHEREAS, authorization to budget and use federal funds received under Title III, ESEA, is granted to the applicant by Education Code Section 20953,
>
> NOW, THEREFORE BE IT RESOLVED, that the superintendent of the district, whose name is Thomas A. Shaheen and/or ______ is hereby designated as the authorized representative and agent of this board in behalf of the district; and
>
> BE IT FURTHER RESOLVED, that said officer is hereby authorized and directed otherwise to act in all matters in connection with said project, the application therefore, and the administration thereof, including the receipt and expenditure of funds furnished therefor, pursuant to said project and in accordance with applicable federal and state laws and regulations.

Passed and adopted at the regular meeting of the district board of trustees on March 18, 1971 - No. 13-18 B 1. (date).

October 21, 1971
(Date)

Thomas A. Shaheen
Secretary to the Board (signature)

San Francisco
(County)

Applicant Agency SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Type of Applicant School District

Project Title COMMUNICATION ARTS TEAM PROGRAM-REVISION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant.

2. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application

3. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application.)

4. The applicant is making a reasonable tax effort in that the tax levy in effect and applicable at the time of this application is equal to or greater than the amount required for foundation aid for the type of local education agency.

5. The project will be operated only as it is consistent with the applicable provisions of Title III of the Act and makes provisions for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project.

6. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries.

7. Funds under Title III of the Act will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for educational purposes.

8. The combined local and State fiscal effort for free public education provided by the applicant for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year.

9. Funds received by the applicant under Title III of the Act will be maintained in separate accounts to prevent their being commingled with other funds administered by the applicant. Further, the applicant assures that separate accounts within Federal funds of the district will be maintained to clearly identify the expenditures from funds received under Title III of the Act and cash balances therefrom.

10. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant.

11. No board or staff member of the applicant will participate in, or make recommendations with respect to, an administrative decision regarding a program or project under Title III of the Act if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, or other benefit to him or any member of his immediate family.

12. All equipment acquired under Title III of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient applicant.

13. The project will be operated in compliance with Public Law 89-10 (as amended by P.L. 90-247) and with Regulations and other policies and administrative issuances by the Chief State School Officer, including submission of such reports as may be required.

14. Federal auditors and State administrators of Title III, ESEA shall be granted the right of inspection, upon reasonable notice, of any and all fiscal books, records, journals for audit purposes, or to ascertain whether expenditures have been properly made pursuant to project requirements.

I, Thomas A. Shaheen, do hereby certify, under penalty of perjury, that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to best of my knowledge and belief.

DATED October 26, 1971

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

BY Thomas A. Shaheen
Thomas A. Shaheen
Superintendent of Schools

NOTARY PUBLIC: 26 October 71
Nicole N Nicholson

NICOLE N. NICHOLSON
NOTARY PUBLIC-CALIFORNIA
CITY AND COUNTY OF
SAN FRANCISCO
My Commission Expires June 21, 1975

APPENDIX A

STANFORD FREQUENCY DISTRIBUTION IN GRADE EQUIVALENTS
SAN FRANCISCO SCH DIST GR 3 STUDENTS WITH GR 1 GE MAY 1971
DISTRICT

	WORD MENG	PARA MENG	TOTAL READ	SCI & SS	SPELLING	WD STD SK	LANGUAGE	ARITH COMP	ARITH CONC	GR1 RDG GE	RDNG GAIN
MEAN =	3.24	3.13	3.15	3.21	3.15	3.24	3.13	3.28	3.27	1.75	1.43
STANDARD DEV =	1.15	1.15	1.07	1.28	1.18	1.66	1.08	0.96	1.24	0.51	0.84
STANDARD ERROR =	0.01	0.01	0.01	0.02	0.02	0.02	0.01	0.01	0.02	0.01	0.01
90TH %ILE=	4.76	4.68	4.61	5.20	4.72	6.06	4.65	4.64	5.03	2.50	2.55
75TH %ILE (Q3) =	3.84	3.85	3.80	4.08	3.93	4.12	3.69	3.90	4.19	1.93	1.97
50TH %ILE (MEDIAN) =	3.09	3.06	3.05	2.98	3.13	2.74	2.92	3.25	2.99	1.67	1.41
25TH %ILE (C1) =	2.56	2.33	2.39	2.26	2.34	2.05	2.44	2.70	2.46	1.50	0.86
10TH %ILE=	1.90	1.84	1.91	1.66	1.62	1.64	2.12	2.05	1.84	1.34	0.47
N-COUNT =	6207	6184	6152	6147	5952	6207	6175	6208	6129	3938	3855

APPENDIX B

STANFORD FREQUENCY DISTRIBUTION IN GRADE EQUIVALENTS
SAN FRANCISCO SCH DIST GR 3 STUDENTS WITH GR 1 GE MAY 1971
P REVERE SCHOOL

	WORD MENG	PARA MENG	TOTAL READ	SCI & SS	SPELLING	WD STD SK	LANGUAGE	ARITH COMP	ARITH CONC	GR1 RDG GE	RDNG GAIN
MEAN =	3.16	2.88	2.97	3.04	3.00	3.40	2.88	3.16	3.14	1.67	1.23
STANDARD DEV =	1.15	0.91	0.93	1.05	0.99	1.59	0.83	0.71	1.01	0.38	0.70
STANDARD ERROR =	0.11	0.08	0.09	0.10	0.09	0.15	0.08	0.07	0.09	0.04	0.08
90TH %ILE=	4.83	4.14	4.18	4.71	4.45	5.92	3.92	3.98	4.48	2.35	2.27
75TH %ILE (Q3) =	3.81	3.53	3.63	3.65	3.75	4.62	3.26	3.73	3.71	1.82	1.72
50TH %ILE (MEDIAN) =	2.97	2.87	2.91	2.84	2.86	2.94	2.79	3.23	2.90	1.62	1.29
25TH %ILE (Q1) =	2.25	2.34	2.41	2.29	2.40	2.23	2.44	2.73	2.58	1.46	0.71
10TH %ILE=	1.92	1.74	1.86	1.72	1.85	1.85	2.16	2.30	2.04	1.36	0.33
N-COUNT =	115	117	115	117	114	118	119	117	118	75	75